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ABSTRACT

From the 1920s through the 1950s, most states used average daily attendance (ADA) in state equalization plans. Beginning in the middle of the 1950s, many states began to use average daily membership (ADM) in such plans. The essential features of any equalization aid plan are (1) a measure of need (such as ADA or ADM), (2) a measure of wealth or capacity, (3) the amount of unit per need that constitutes the foundation program, and (4) the uniform rate to be applied to the measure of capacity. A good measure of need in a foundation program must be objective, not subject to local manipulation, unambiguous, and simple. It must have commonsense appeal, be steady rather than fluctuating, and adequately reflect the differences between controllable and noncontrollable elements. Because ADM is complex, is subject to local manipulation, and lacks commonsense appeal, ADA seems best to meet the criteria if the ADA is based on actual classroom records of students present rather than on mere subtraction of students absent. On the other hand, the argument that the use of ADA encourages attendance has not been proved to be true. Its use also punishes both affluent suburbs and low socioeconomic cities and rural areas where attendance is poor. (Author/JM)

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OCCASIONAL PAPER #16

EFFECTS OF ADA AND ADM WHEN UTILIZED IN THE MEASURE OF EDUCATIONAL NEED IN STATE SCHOOL FINANCE PLANS

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TABLE OF CONTENTS

		Page
1.	INTRODUCTION	2
2.	PURPOSE OF STUDY	3
3.	ESSENTIAL FEATURES OF EQUALIZATION AID	4
4.	THE SYMBOLIC RELATION OF STATE AID AND LOCAL ABILITY	6
5.	STATE AID FOR A SET OF HYPOTHETICAL SCHOOL DISTRICTS	9
6.	CONSIDERATIONS OF ADA VERSUS ADM AS A MEASURE OF NEED	14
	Enrollment	21
	ADM	21
	ADA	22
	Summary	23
7.	Appendix A	
	Statistical Tables	29-40

OCCASIONAL PAPER #16

EFFECTS OF ADA AND ADM WHEN UTILIZED IN THE MEASURE OF EDUCATIONAL NEED IN STATE SCHOOL FINANCE PLANS

INTRODUCTION

Historically, state school finance plans have been almost exclusively concerned with providing "equalized" amounts of funds to local school districts from a combination of state and local sources of revenue. Little attention has been given heretofore to the raising of the state monies, including the shifting of the tax burden from one tax source to another.

Distributions of state monies to local schools are made by means of allotments which take into account measurements of local educational need and local taxpaying ability. Educational need is usually measured in terms of pupils or teachers, with or without "weightings" for differences in cost and controllable by the local school boards. The simplest measure of taxpaying ability is property valuation, usually equalized by a state agency to some percentage of full valuations to place all counties or school districts on the same basis. The definitions of educational need and taxpaying capacity are usually established by state legislature. These values and their distribution among school districts of the state largely determine the extent to which the state must provide funds. Other than defining and "weighting" the measures,

the actual distribution of values is outside the control of the state legislature. This is especially so for changes from one year to the next, which arise from changing economic and demographic factors.

There are two additional quantities required to determine the amount of state funds allotted to each school district in the state. These are (1) an amount per unit of need (per pupil or teacher) necessary for the maintenance of a "minimum" educational program, called the foundation amount or level; and (2) the state-mandated uniform local tax rate, such as a millage rate on property valuations. These values are set by the state legislature, under the constraints of (1) available state monies; (2) the degree of equalization desired; (3) the variation of need and ability among school districts of the state; and (4) some weighted judgment of the first three factors. With the data on the measures of need and ability, the amount per unit of need, and the required tax rate, it is then possible to compute the amount of aid for each district and to compute the total amount of state funds required.

PURPOSE OF STUDY

This paper concentrates on two alternative measures of educational need: Average Daily Attendance (ADA)[1] and Average Daily

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[1] Average daily attendance (ADA) is defined as the total actual daily attendance divided by the numbers of days school was in session.

Membership (ADM)[1]. From the 1920's through the 1950's most states used ADA in state equalization plans. Beginning in the middle 1950's with the recommendations of the Handbook Series of the U.S. Office of Education, there was a shift to ADM which has led to more and more states adopting this standard in state-aid plans. Advantages and disadvantages of the two measures are contrasted after a brief discussion of the features of a state-aid plan that require a measure of educational need.

ESSENTIAL FEATURES OF EQUALIZATION AID

The essential features of equalization aid, or what has been described as the "partnership plan" of state finance, is now discussed in almost any text on school finance. The major objective is the financial support of programs in local school districts, from a combination of state and local sources of revenue, in such a way that the state contribution is relatively greatest in those districts which are poorest. The poorest districts, at a uniform rate of local effort, locally contribute proportionately less than wealthier districts. The plan is frequently called the minimum or foundation program, since the objective is to provide a uniform amount per unit of need from combined state and local sources in each district in the state.

For each district it is necessary to determine (1) units of need and (2) a measure of wealth or capacity. In conjunction with

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[1] Average daily membership (ADM) is a measure of what the attendance for any given day would have been if all children enrolled in the school were present.

(3) the amount per unit of need which is to constitute the foundation program and (4) the uniform rate to be applied to the measure of capacity, it is possible to compute the amount of aid to each district quite simply. Assume that the foundation program is $1,000 per unit of need and that the uniform local tax rate is one percent. Then, the total cost for a local school district with 1,000 pupils, not specifying for the time being whether pupils are defined in terms of ADA or ADM, and the agreed upon foundation program of $1,000, would be $1,000,000. From this amount local contribution is subtracted. The local contribution may be reckoned simply by multiplying the equalized property valuation by the predetermined uniform tax rate. Assume that in the district the property valuation is $60,000,000 and the rate of taxation is one percent. Then the local contribution would be $600,000. Subtracting this amount from $1,000,000, and $400,000 would be the district's state aid.

This scheme in the ideal form of "strict equalization" is almost never achieved in actual legislation. There are always combinations of this type of plan with others, or compromises with various other considerations. Among these compromises may be other types of aids already existing on the statute books and considerations which have been justified as important other than the objective of "strict equalization" which this scheme satisfies up to a predetermined level only.

THE SYMBOLIC RELATION OF STATE AID AND LOCAL ABILITY

The fullest possibility of understanding the importance of different measures of educational need in connection with this plan may be explained in terms of symbols. The "strict equalization" scheme has been examined as a "model" by which it is possible to compare features of many variations of apportionment plans, when the measure of need changes from say ADA to ADM. Let A represent the amount of state aid to the ith school district. Appropriate symbols can be used for the other elements in the formula to express the basic relationship; namely that the state aid to the district (A_i) is equal to the cost of the foundation program in the district minus the local contribution computed at a uniform rate as follows:

$$A_i = u N_i - r C_i \qquad \text{(Formula 1)}$$

A_i = State equalization Aid
u = Standard cost per pupil
r = millage
N_i = ADA or ADM
C_i = Full property value

In Formula 1, "u" is the standard cost per pupil, or some similar measure of need, "r" is the uniform rate of local effort such as a millage rate on property, "N_i" is the number of units of need such as ADA or ADM in the ith school district, and "C_i" is some measure of the capacity or financial ability in the ith school district.

By this formulation the total cost of the program supported in a given district is uN_i and the local contribution is rC_i.

The point of using N_i rather than ADA or ADM is to indicate that the choice of either affects the total cost of the program supported only if the measure of need is on a dollar per pupil basis and specified in the law. Otherwise, the principle of zero growth could be utilized leaving the total cost of the program the same. If the program level "u" is $1,000 and there are 1,000 pupils in ADA, then the total program cost is $1,000,000. Since ADM is usually 10 percent greater than ADA, there would be 1,100 pupils in ADM and at the same level of u, the total program cost would be $1,100,000. A change in the level of u from $1,000 to $1,100 would have the same effect on the total program cost if the measure of need remained ADA.

For purposes of viewing the pattern of the plan most easily, it is useful to express the amount of aid as an amount per unit of need (i.e. per pupil in either ADA or ADM). In symbolic form this is as follows:

$$A_i/N_i = u - r\ C_i/N_i \quad \text{(Formula 2)}$$

A_i/N_i = State cost per pupil
u = Standard cost per pupil
r = millage
C_i = Full property value
N_i = ADA or ADM

Thus, the amount of aid a district receives per unit is equal to the foundation program per unit minus its local contribution per unit. As discussed above, the shift from ADA to ADM will increase the total program cost if the amount per unit is left unchanged. Or stated in other words, the shift from ADA to ADM can be equated to a change in the foundation program level.

One can observe this from the standpoint of the state where

the total program supported, total state aid and local contribution is obtained from Formula 1 by summing the data for all districts as follows:

$$\xi A_i = u\xi N_i - r\xi C_i \quad \text{(Formula 3)}$$

A_i = State equalization aid
u = Standard cost per pupil
r = millage
C_i = Full property value
N_i = ADA or ADM

Using these state summations one can convert Formula 1 as follows in index form[1]

$$A_i = u\xi N_i \, (I_n - \bar{p} \, I_c) \quad \text{(Formula 4)}$$

$I_n = N_i/\xi N_i$
$I_c = C_i/\xi C_i$
$\bar{p} = u\xi N_i/r\xi C_i$

where $I_n = N_i/\xi N_i$ or the percentage of need in the state in the $\underline{i}$th district

$I_c = C_i/\xi C_i$ or the percentage of capacity in the state in the $\underline{i}$th district

$\bar{p} = u\xi N_i/r\xi C_i$

From Formula 3, it is clear that the total state supported program is a product of the number of units of need and the amount per unit of need. For 1973-74, a $1,000 per unit of need program for New York State would give a total program cost of $3,398,953,000 for ADM and $2,978,886,000 for ADA. The New York State percentage of ADA to ADM of 87.6 for 1973-74 is the lowest of any state in the Nation. The nationwide percentage of ADM to ADA for 1973-74 is 93.0, the lowest reported since data was first collected in 1957-58.

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[1] Formula 1 becomes Formula 4 by multiplying right side of Formula 1 by $u\,N_i/u\,N_i$ or one and then the second term on the right side by C_i/C_i and then making the above substitutions.

It can also be observed from Formula 4, that there is a statewide viewpoint on whether ADM or ADA should be the measure of need, and a local district viewpoint. These implications are spelled out below for a set of hypothetical school districts.

STATE AID FOR A SET OF HYPOTHETICAL SCHOOL DISTRICTS

It is easy to illustrate the effect of a change in the measure of need from ADA to ADM and the interactions of that change on the other variables in the formula, the amount per unit of need, the uniform local tax rate, the total cost of the state supported program, and the percentage from the state of the total partnership program.

TABLE 1

DISTRIBUTION OF UNITS OF NEEDS AND CAPACITY AMONG FIVE HYPOTHETICAL SCHOOL DISTRICTS AND THE REDISTRIBUTION IMPLIED BY A STATE-AID PLAN

SCHOOL DISTRICT	PERCENTAGE OF STATE PUPILS	PERCENTAGE OF STATE WEALTH	RATIO OF SCHOOL DISTRICT WEALTH PER UNIT OF NEED TO STATE WEALTH PER UNIT OF NEED	REDISTRIBUTION OF STATE AID
A	.20	.40	2.00	-.20
B	.20	.25	1.25	-.05
C	.20	.20	1.00	0
D	.20	.10	.50	+.10
E	.20	.05	.25	+.15
			5)5.00	+.25
Total	1.00	1.00	1.00	-.25

TABLE 2

STATE AID TO A GROUP OF FIVE HYPOTHETICAL SCHOOL DISTRICTS IN TABLE 1 WITH A $1,000 PER UNIT OF NEED PROGRAM AND ONE PERCENT UNIFORM LOCAL TAX RATE

SCHOOL DISTRICT	PER PUPIL	LOCAL TAX REVENUE	STATE Aid STATE AID	STATE REVENUE FOR PROGRAM	NET GAIN OR LOSS
A	$1,000	$1,000	0	$1,000	-$1,000
B	1,000	625	$375	625	- 250
C	1,000	500	500	500	0
D	1,000	250	750	250	+ 500
E	1,000	125	875	125	+ 750
Total	$5,000	$2,500	$2,500	$2,500	

TABLE 3

PROPERTY TAX BASE PER PUPIL IN ADA AND ADM FOR FIVE HYPOTHETICAL SCHOOL DISTRICTS IN TABLE 1[1]

SCHOOL DISTRICT	PROPERTY TAX BASE PER PUPIL IN ADA	PROPERTY TAX BASE PER PUPIL IN ADM
A	$100,000	$90,909
B	62,500	56,818
C	50,000	45,455
D	25,000	22,727
E	12,500	11,364
Statewide Total	$250,000	$227,273

Now in order for the facts as stated above in Tables 1 and 2 to remain unchanged, a $909.09 program per ADM instead of the $1,000 program per ADA and an increase in the local contribution rate to 1.1 percent from the 1.0 percent in ADA is required. The state tax rate remains at one percent. The state and local percentages remain both 50 percent. In order to better understand these relationships shown in Formula 4, let us look at two other possible programs, the amount per unit of need remains at $1,000 with the change from ADA to ADM or becomes $1,100 per ADM and the uniform tax rate increases to 1.1 percent with $1,100 per ADM.

[1] Assuming ADM is 1.10 times ADA statewide and for each and every school district.

TABLE 4

STATE AID TO A GROUP OF HYPOTHETICAL SCHOOL DISTRICTS WITH $1,100 PER PUPIL ADM AND 1.0 PERCENT LOCAL CONTRIBUTION RATE

SCHOOL DISTRICT	PROGRAM PER PUPIL IN ADM	LOCAL TAX REVENUE	STATE AID
A	$1,100	$909.09	$190.91
B	1,100	568.18	531.82
C	1,100	454.55	645.45
D	1,100	227.27	872.73
E	1,100	113.64	986.36
Total	$5,500	$2,272.73	$3,227.27

The program has increased to $1,100 because there are 1.10 times units of need in ADM versus 1.00 in ADA. Tax revenue has declined because there is less per unit of need. The state's share of the program has increased to 59 percent and the local share has decreased to 41 percent. Every district in effect is receiving a flat-grant of $190.91 per pupil with "strict equalization" operating at $909.09 per pupil.

TABLE 5

STATE AID TO A GROUP OF HYPOTHETICAL SCHOOL DISTRICTS WITH $1,100 PER PUPIL ADM AND 1.1 PERCENT LOCAL CONTRIBUTION RATE

SCHOOL DISTRICT	PROGRAM PER PUPIL IN ADM	LOCAL TAX REVENUE	STATE AID
A	$1,100	$1,000	$100
B	1,100	625	475
C	1,100	500	600
D	1,100	250	850
E	1,100	125	975
Total	$5,500	$2,500	$3,000

The tax revenue is maintained by increasing the local tax rate to 1.1 percent but not in proportion to the increase in the amount received per unit of need measured by ADA so that the state's share is now 55 percent and the local 45 percent. Like the previous example, there is an increase in the state's share and a flat-grant that in this example is $100 per unit of need in terms of ADA, the original measure of need.

The major conclusion from these examples is that the relationships shown in Formula 4 need careful attention when the measure of need is changed. It is possible to change the measure of need with corresponding changes in amount per unit of need and local tax rate so that no change occurs in the statewide totals. Failure to make the corresponding changes can lead to a move away from "strict equalization" but more importantly to an increase in state funds required. The caution is against an unintentional increase or decrease in state aid support, and especially the

distribution of funds to the wealthier school districts as the flat-grant tends to do, unless this is the desired direction of change. In the above examples, it was assumed that each and every school district had an identical ratio of ADM to ADA. This is not the case. Nonetheless, this simplifying assumption is warranted to show that the state's share of a total program could increase, that the cost of the total program could increase, and that above average wealth districts as a group could gain. None of this need happen. There is a strong likelihood of some of it occurring if the measure of need alone is changed without regard for the appropriate corresponding changes in the amount of the foundation program and the local contribution effort. This is not to say that changes in the measure of need alone should never be made. For instance, if property tax relief is the objective, then a change in the measure of need from ADA to ADM is one way to move toward that goal.

CONSIDERATIONS OF ADA VERSUS ADM AS A MEASURE OF NEED

By the school year 1975-76, more than half the states were using ADM in state-aid plans, and a number of states were using enrollment. A consistent group of states used ADA. The United States Office of Education (USOE) has attempted to collect since 1957-58 both ADA and ADM from all states. Prior to that time data was collected for states supplying either or both. A glance at the data from the annual survey by USOE will show difficulties in collecting comparable data by state. Particularly noteworthy is

the fact that California includes in its ADA excused absences and other periods of nonattendance that makes the data closer to ADM than ADA. For other states, USOE estimates either ADA or ADM. There are other problems with data as portrayed. Nonetheless, one can examine the data given to see if the use of ADA improves attendance as claimed. The selection of States and their groupings for analysis is somewhat clear cut. There are 17 States that used ADA since at least 1947-48. (See Tables 6 and 7.) These 17 States have almost 47 percent of the enrollment in 47 States examined and slightly more than 47 percent of the ADA. There are 14 States which have shifted from ADA to ADM during the period 1947-48 to 1975-76. Twelve of these fourteen states shifted prior to 1957-58 There are 7 states using enrollment and eight that used ADM for the entire period. These enrollment states have almost 10 percent of Enrollment and ADA. These ADM states have approximately 17 percent of Enrollment and ADA. The 14 states that shifted from ADA to ADM have slightly more than 26 percent of Enrollment and ADM. Thus while fewer states use ADA than other measures, these states have almost as many pupils as all the non-ADA States. The calculations for varied groups of States are shown in Tables 8 and 9. ADA as a percent of enrollment when individual State percentages are used is lower for ADA states than non-ADA states whether the total group is considered or any selected groups of states. The rank of individual States for ADA as a percentage of Enrollment (when states are ranked from 1 to 50 by percentage ADA is of Enrollment) is lower for ADA states than non-ADA states for the total group and all selected groups except for the group of 12

states which shifted prior to 1957-58 from ADA to ADM. This would indicate that the use of ADA in state aid plans does not lead to better attendance in terms of enrollment. However, when the ratio of ADA to ADM is considered, ADA states are higher than all non-ADA or any selected group. Turning to Table 4, where the data are summing of ADA, ADM, and enrollment over states in each selected group, the picture is not as clear. ADA states have a higher ratio of ADA to enrollment than non-ADA states. However, ADA states have a lower ratio of ADM to enrollment than non-ADA states. If California which has the highest ratio of ADA to ADM is removed, (14 ADA states) ADA states are lower than non-ADA states in all comparisons. The eight states which always used ADM have a lower ratio of ADA to ADM. Nonetheless, it would appear that the use of ADA does not have any appreciable effect on attendance. There is a partial problem in that enrollment is not always measured the same way: 23 states give enrollment as of a specific date and not cumulative; 5 states give net enrollment for the school year. These states are distributed approximately equally between ADA and non-ADA states. One could view the results as showing that the measure of pupils used for state aid is the measure that receives the most attention and therefore is better collected in states using that measure. Nevertheless, since the same could be said for ADM compared to enrollment for non-ADA states, it would seem that the actual effect is that of the measure used being more accurately recorded or receiving more attention. This leads one back to other criteria for measures of pupils.

TABLE 6

PRINCIPLE MEASURE OF PUPILS IN STATE-AID PLANS FOR SELECTED YEARS, 1947-48 TO 1975-76, BY STATE, UNITED STATES

	1975-76			1957-58		1947-48	
	ADA	ADM	OTHER	SAME	CHANGE	SAME	CHANGE
Alabama	X			X		X	
Alaska		X		X		X	
Arizona		X		X			ADA
Arkansas	X			X		X	
California	X			X		X	
Colorado	X				Ag DA	X	
Connecticut		X		X			
Delaware		X		X		X	
Florida		X		X			ADA
Georgia	X			X		X	
Hawaii	NA	NA		X		X	
Idaho	X			X		X	
Illinois	X			X		X	
Indiana		X		X			ADA
Iowa			ENR	X			Ag DA
Kansas			ENR	X		X	
Kentucky	X			X			Census
Louisiana		X		X			Census
Maine			ENR	X		X	
Maryland			ENR	X		X	
Massachusetts		X			ENR		Census
Michigan		X			ENR		Census
Minnesota		X			ADA	X	
Mississippi	X			X		X	
Missouri	X			X		X	
Montana		X		X			ADA
Nebraska		X		X			Census
Nevada			ENR		ADA	X	
New Hampshire		X		X		X	
New Jersey		X		X			ADA
New Mexico		X		X			ADA
New York	X			X		X	
North Carolina		X		X			ADA
North Dakota		X			ENR		Census
Ohio		X		X			ADA
Oklahoma	X			X			
Oregon		X		X		X	
Pennsylvania		X		X		X	
Rhode Island		X			ADA	X	
South Carolina	X						
South Dakota		X		X			ENR
Tennessee	X			X		X	
Texas	X			X			Census
Utah	X	X	1/		ADM		ADA
Vermont		X		X			ADA
Virginia		X			ADA		ADA
Washington			ENR		Ag DA	X	
West Virginia			ENR	X		X	
Wisconsin			ENR		ADA	X	
Wyoming		X			ADA		Census
District of Columbia							
American Samoa							
Canal Zone							
Guam							
Puerto Rico							
Virgin Islands							

1/ Utah uses ½ (ADA + ADM)

ADA = Average Daily Attendance
ADM = Average Daily Membership
ENR = Enrollment
Ag DA = Aggregate Days of Attendance

TABLE 7

CLASSIFICATION OF STATES BY MEASURE OF PUPILS IN STATE AID PLANS FOR ANALYSIS

	ADA	ADA TO ADM	ADM	ENR	NOT USE	ADM
Alabama	X					
Alaska					X	
Arizona		X				
Arkansas	X					
California	X					
Colorado	X					
Connecticut			X			
Delaware					X	
Florida		X				X
Georgia	X					
Hawaii					X	
Idaho	X					
Illinois	X					
Indiana		X				X
Iowa	X			X		
Kansas				X		
Kentucky	X					
Louisiana		X				
Maine			X			X
Maryland				X		
Massachusetts			X			
Michigan			X			
Minnesota		X				
Mississippi	X					
Missouri	X					
Montana		X				
Nebraska			X			
Nevada				X		
New Hampshire			X			
New Jersey		X				X
New Mexico					1/	
New York	X					
North Carolina		X				X
North Dakota	X					
Ohio		X				X
Oklahoma	X					
Oregon			X			
Pennsylvania			X			
Rhode Island		X				X
South Carolina	X					
South Dakota			X			
Tennessee	X					
Texas	X					
Utah		X				X
Vermont		X				X
Virginia		X				X
Washington				X		
West Virginia				X		
Wisconsin				X		
Wyoming		X				X
District of Columbia					X	
American Samoa						
Canal Zone						
Guam						
Puerto Rico						
Virgin Islands						
Number of States	17	14	9	7		12

1/ Shift from ADA to ADM took place in period 1947-48 to 1957-58.

TABLE 8

AVERAGE PERCENTAGE OVER STATES IN GROUP OF AVERAGE DAILY ATTENDANCE AS A PERCENT OF AVERAGE DAILY MEMBERSHIP AND ENROLLMENT, AND AVERAGE RANK OF SELECTED GROUPS OF STATES, UNITED STATES, 1973-74

SELECTED GROUP OF STATES BY MEASURE OF PUPILS IN STATE AID PLANS	NUMBER OF STATES	ADA AS PERCENT OF ADM	ADA AS PERCENT OF ENROLLMENT	AVERAGE RANK OF ADA AS PERCENT OF ENROLLMENT
Average Daily Attendance	17	94.18	88.85	22.26
Non-ADA	30	92.76	89.48	25.05
Average Daily Membership	9	92.68	90.37	28.61
Enrollment	7	92.64	89.13	24.78
ADA to ADM	14	92.87	89.08	22.89
ADM	12	92.68	89.33	22.10

TABLE 9

AVERAGE DAILY ATTENDANCE AS A PERCENT OF
AVERAGE DAILY MEMBERSHIP AND ENROLLMENT
IN TERMS OF PUPILS IN SELECTED GROUPS OF STATES
UNITED STATES, 1973-74

SELECTED GROUP OF STATE BY MEASURE OF PUPILS IN STATE AID PLANS	NUMBER OF STATES	ADM AS A PERCENT OF ENROLLMENT	ADA AS A PERCENT OF ENROLLMENT	ADA AS A PERCENT OF ADM
United States	50	95.94	89.2	93.0
Average Daily Attendance	17	NA	89.41	NA
	15	95.59	89.72	93.86
	14	94.78	87.41	92.22
Non-ADA	29	96.26	88.84	92.29
Average Daily Membership	9	NA	90.35	NA
	8	97.89	89.73	91.66
Enrollment	7	96.11	88.81	92.40
ADA to ADM	14	95.56	88.45	92.56
ADM	12	95.84	88.60	92.44

NOTES: Lower number of states is to calculate data available when state does not have ADM except 14 instead of 15 under ADA leaves out California.

NA = Not Available

Enrollment. Enrollment as of a certain date best meets the criteria. It is objectively measured, unambiguous, not complex and has common-sense appeal. It is not controllable by the Local Education Agency (LEA). It is somewhat subject to local manipulation especially if there is a high non-public school enrollment. It does not fluctuate any more than other measures as the number of pupils served change. In fact, it fluctuates the least. Cumulative enrollment is more complex than is net enrollment. Neither alternative measure of enrollment has the same common-sense appeal. Both alternative measures of enrollment have the problem that they are subject to local manipulation. Student names could be added anytime during the year and affect the credit for state aid. State checking of cumulative or net enrollment requires monitoring for the entire year. The use of enrollment of a certain data is the easiest to audit. One could easily take care of the problem of increased enrollment during a school year by using two alternative dates, say one in September and the other in March or April. In this case, the LEA could be given the choice of the largest figure. While this may require that state funds needed are not known with certainty until late in the school year, experience over a few years indicate the magnitude of increases that can be expected. The major auditing task is checking that non-public school pupils are not included in enrollment as of the certain date. This can be done by examining the process by which names are included in local public accounting and by tracing change from year to year by grade.

ADM. In the same way cumulative and net enrollments are

complex and subject to local manipulation and lack the common-sense appeal of enrollment as of a certain date, Average Daily Membership suffers the same defects. Removal from membership rolls is a crucial variable. If LEA's or teachers are slow to remove pupils no longer in membership or if sufficient attention is not given to rules for removal from membership, ADM can be overstated. ADM, thus, can be subject to local manipulation and can also be controlled by LEA in adding names to membership rolls when there may be no intention of student attending.[1] The same problem arises with enrollment as of a certain date with non-public pupils. State checking, however, is more difficult because membership over a period of time instead of one day is required for ascertaining correctness of reporting.

ADA. Average Daily Attendance was preferred to ADM because it improves attendance and also because it related to an audit trail left in teachers' classroom record books. As pupil accounting is automated, this audit trail, while it still exists, is more difficult to follow. The major reason for preferring ADA included that it was controllable by LEA's, i.e. use of ADA would encourage local school administrators to improve attendance. Inasmuch as attendance is noncontrollable by local school administrators, the use of ADA while improving by the criteria offered does not meet the principle reason given for its use. ADA has all the limitations of ADM except that when teacher classroom records are used then there is an automatic check of attendance and there can be no

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[1] However, this problem can be resolved by requiring the membership rolls to be purged of nonattending students. To be eligible for inclusion on the membership rolls theState could require a stated number of days of attendance prior to the date the rolls are certified for State aid purposes.

local manipulation by keeping pupils on membership rolls when they are not attending. Nonetheless if attendance is done by exception i.e. reporting of absences and only full-day absences are reported, or only absences after a certain number of days, there is the possibility that ADA is subject to the same manipulation as ADM. If there is much transferring of pupils among schools in a district, ADA should be better than ADM because there is less likelihood that a pupil will be counted twice--once in the school previously attended and once in the school now attended for a period of time. However, if attendance is reported by absences, there is a possibility that ADA is no better than ADM because the actual situation depends on how long it takes to actually transfer the student records. ADA has common-sense appeal in that it will encourage better attendance. It is not complex nor ambiguous if done by classroom teacher. It is fluctuating because epidemics and bad weather can affect it.

Summary. ADA would seem to best meet the criteria when based on classroom teacher records. Enrollment as of a certain date seems the next best. Either of these measures seem preferable to any other measure because they are less ambiguous, not complex, and have common-sense appeal. ADA can be more fluctuating than enrollment as of a certain date. If ADA is controllable, this is an advantage. Since it does not seem to be controllable, then it is a disadvantage. If ADA is not based on classroom records of teachers but determined by exception through reporting of absences, then enrollment as of a certain date seems best.

As early as 1960, Johns and Morphet in their textbook on

school finance had decided in favor of ADM versus ADA or on a modification of ADA to selected reporting periods for use as a measure of educational need. Essentially, they argued that ADA did not improve attendance. Johns and Morphet went on to state:

> "Attendance or membership? Another difficulty arises in states that base their units for the foundation program on average daily attendance. The attendance (and consequently the units) in certain districts may decrease during a particular year solely as a consequence of epidemics or inclement weather. Several states have made adjustments to take care of this situation by (1) basing units on attendance during the first two or the best two months, (2) maintaining for each district, for the three preceding years, the ratio between ADA and ADM and automatically correcting to the average for the district for any year when the ratio falls below its own average or (3) changing to ADM."[1]

The general questions in the measurement of need became which measurement of pupils most accurately reflected the level of local school services that had to be provided. Was it ADM or ADA? What is the level of services that a local school district must supply to its clientele? Is the number of classrooms, teachers, books, supplies, determined by the number of students attending classes or those on the membership rolls? Might not a school with poor attendance use another staff member it could get from its membership to provide social services to non-attendees? Why should a local school district face a crisis due to reduced state aid because of an unusually cold winter or a measles epidemic which reduces attendance? Why should the State give compensatory aid to

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[1] Roe L. Johns and Edgar L. Morphet, Financing the Public Schools, Prentice-Hall, Englewood Cliffs, N.J. 1960, p. 280.

low socio-economic groups of children and then deny them state aid because their attendance is poor? ADA was and is a good measure to encourage the lengthening of the school term. ADA was and is a good measure to encourage attendance when controllable by local school officials. Now that most school districts have a standard 180 day term and now that a great amount of non-attendance is non-controllable by local officials, ADM may be more appropriate.

General criteria for a measure of need in a foundation program have included the following: (1) it must be objectively measured, (2) it should not be subject to local manipulation, (3) it should not be ambiguous, (4) it should not be complex, (5) it should have common-sense appeal, (6) it should not be fluctuating in nature, and (7) it should adequately reflect the differences between elements controllable and non-controllable by local school officials.

One might argue that the best measure of need under these criteria would be school census of children of school-age since it is usually done by a non-educational agency. However, because localities vary in the percent of school-age children attending non-public schools, school census ranks low on the controllable criteria. While it ranks high on non-fluctuation, the Decennial Census of Population is taken only once every decade. Enrollment can also be evaluated as a measure of need. Difficulties of checking the accuracy of the counts, especially when a locality could enroll non-public pupils for purposes of state aid causes difficulties. Shifts in population also create difficulties for districts receiving large in-migrations of pupils. This has led to the Johns and Morphet conclusion that ADM or a modified ADA is

best. Accuracy of records is assured for attendance rolls. There is little chance for local manipulation. The use of the two best attendance periods for ADA in place of ADM is an attempt in that direction. Administratively, it is easier to check ADM than ADA.

There is another reason, on which only scattered unpublished work exists, for the use of ADM rather than ADA. There are only two types of school districts in which ADM varies greatly from ADA as a ratio generally. These are areas of low socio-economic status such as large cities and selected rural areas, and those of very high socio-economic status such as affluent. Looking at these two groups, one realizes that the old major argument in favor of ADA over ADM in that the use of ADA in state aid encourages attendance no longer holds true. Parents in affluent suburbs, judging from data collected on ADA and ADM, seem not to value school attendance for its own sake. Children may be kept home for minor ailments. Children may be taken on family vacations or kept out of school for religious holy days, or kept at home during periods of bad weather, or family needs. Few parents seem to feel the need to strive for perfect attendance for their children. Other activities are valued more than the school experience. In fact, children may stay at home when there are field trips or assemblies because the parent does not approve. In these high socio-economic areas, attendance often is poor compared to the state average, and many times worse than that of large central cities. Poor attendance in these cases does not seem related to poor achievement.

Poor attendance in large cities and other low socio-economic areas does seem related to poor achievement. It may well be that

the same factors or set of factors that leads to poor attendance also causes poor achievement rather than attendance being directly related to achievement. In other words, poor attendance and low achievement may both be caused by the same set of factors rather than being causally related to each other.

Observation of low socio-economic neighborhoods and their schools would find that poor attendance is often not related to school variables. Children without adequate clothing do not attend school in inclement weather when their classmates are going to dress up. Attendance is also likely to decline when children can not afford the cost of participating in a school activity. Other times, some of these children are needed at home to substitute for a working parent to take care of a sick sibling. Still at other times, these children are too tired or too hungry from neighborhood or family happenings to attend school. The choice of attending school or staying away is not quite the free choice of high socio-economic neighborhoods but the choice is the same in that some activity is valued more than school attendance. Thus, from either the standpoint of low or high socio-economic neighborhoods, the old argument that use of ADA in state aid plans as a measure of need improves attendance does not seem to hold today to the extent it did over the past fifty years. Exploration of the causes of poor attendance and direct attack at the causes may be better. The use of ADA instead of ADM punishes both affluent suburbs and low socio-economic cities and rural areas, and benefits those districts near the state average practice. Such an attitude is defensible if poor attendance is controllable by local school

officials. If poor attendance isn't, then local school officials and the children in these districts suffer from the use of ADA instead of ADM as a measure of need.

In general if one stayed with the general criterion given for a measure of need, there would be a gradual shift of states from ADA to ADM as the reasons for non-attendance become those beyond local controls. The group of school districts which would gain are those with below average attendance compared to membership, and as explained above its corresponding elements of the foundation program are not changed accordingly for those with above average wealth. Without data on the foundation level proposed, the total state program cost, and the local contribution rate proposed, one cannot accurately compare the change from ADA to ADM in more than a theoretical way.

APPENDIX A

APPENDIX A

	Page
Average Daily Attendance, Aggregate Days Attended, and Average Membership in Full-Time Public Elementary and Secondary Day Schools, by State: 1949-50	31
Enrollment, Attendance, and Membership in Full-Time Public Elementary and Secondary Day Schools, by State, 1957-58	32
Enrollment, Attendance, and Membership in Full-Time Public Elementary and Secondary Day Schools, by State: 1959-60	33
Enrollment, Membership, and Attendance in Full-Time Public Elementary and Secondary Day Schools, by State: 1961-62	34
Enrollment, Membership, and Attendance in Full-Time Public Elementary and Secondary Day Schools, by State: 1963-64	35
Enrollment, Membership, and Attendance in Full-Time Public Elementary and Secondary Day Schools, by State: 1965-66	36
Enrollment, Membership, and Attendance in Full-Time Public Elementary and Secondary Day Schools, by State: 1967-68	37
Enrollment, Membership, and Attendance in Full-Time Public Elementary and Secondary Day Schools, by Region and State or Other Area: United States, 1969-70	38
Enrollment, Membership, and Attendance in Public Elementary and Secondary Schools, by State or Other Area: United States, 1971-72	39
Enrollment, Membership, and Attendance in Public Elementary and Secondary Schools, by State or Other Area: United States, 1973-74	40

Table 14.—Average daily attendance, aggregate days attended, and average membership in full-time public elementary and secondary day schools, by State: 1949–50

(Thousands)

State, by region	Average daily attendance			Aggregate number of days attended			Average membership		
	Total	Elementary	Secondary	Total	Elementary	Secondary	Total	Elementary	Secondary
1	2	3	4	5	6	7	8	9	10
Continental United States	22,284	16,105	6,179	3,964,334	2,877,132	1,087,221			
New England	1,158	790	366	206,604	140,731	65,873			
Maine	143	114	31	26,093	20,200	5,893			
New Hampshire	86	44	21	11,383	7,786	3,798	70	47	23
Vermont	58	40	18	9,376	6,790	2,586			
Massachusetts	360	360	201	90,933	63,764	38,191	602	358	215
Rhode Island	34	34	33	13,077	9,728	3,349	90	59	31
Connecticut	215	173	67	44,318	32,163	12,153	269	193	74
Middle Atlantic	3,692	2,555	1,137	673,792	466,310	207,282			
New York	1,700	1,214	486	310,423	227,230	83,193			
New Jersey	553	412	171	106,237	75,161	31,076	635	451	183
Pennsylvania	1,408	899	510	257,112	164,119	92,993	1,304	963	341
East North Central	4,167	2,908	1,259	751,708	540,515	211,193			
Ohio	1,110	746	364	197,539	120,097	47,441	1,184	903	281
Indiana	589	430	159	102,284	74,637	27,647			
Illinois	1,032	772	259	192,499	143,843	48,656	1,091	819	272
Michigan	967	671	296	177,592	116,785	60,807	1,042	678	364
Wisconsin	450	315	134	81,795	57,753	24,091			
West North Central	2,124	1,536	588	371,552	268,143	103,409			
Minnesota	434	280	154	74,461	47,985	26,475	473		
Iowa	418	296	121	74,919	53,128	21,791			
Missouri	538	427	131	99,044	75,985	23,058			
North Dakota	103	79	24	17,529	13,654	4,175	105	83	25
South Dakota	106	80	26	18,617	13,985	4,632			
Nebraska	204	119	85	36,117	26,270	9,847			
Kansas	301	225	76	49,666	37,137	12,529			
South Atlantic	3,603	2,662	943	645,534	476,273	169,183			
Delaware	41	28	13	7,437	4,673	2,764	43	27	16
Maryland	299	199	100	54,973	38,561	16,411	325	215	109
Virginia	537	405	132	96,630	72,813	23,817	580	439	141
West Virginia	399	273	125	69,518	47,913	22,001	424	292	132
North Carolina	708	538	169	143,511	114,349	29,162	855	686	172
South Carolina	414	312	101	73,375	55,139	18,236			
Georgia	620	486	134	110,433	[1] 86,812	[1] 23,621			
Florida	415	274	141	74,740	49,336	25,405	442	292	150
District of Columbia	84	53	31	14,741	9,173	5,566	91	57	34
East South Central	2,134	1,637	497	362,807	275,978	86,829			
Kentucky	484	371	114	82,393	62,938	19,955	541	419	121
Tennessee	583	477	106	103,054	[1] 84,257	[1] 18,797			
Alabama	595	393	202	104,841	69,188	35,652			
Mississippi	472	397	73	72,020	59,595	12,424			
West South Central	2,326	1,766	560	411,379	312,111	99,468			
Arkansas	333	236	119	61,732	41,103	20,649	387	260	127
Louisiana	421	348	73	75,312	62,225	13,088	438	369	70
Oklahoma	394	255	139	72,370	48,969	23,401			
Texas	1,137	916	241	201,945	159,811	42,134	1,250	1,001	250
Mountain	870	646	224	153,507	114,188	39,408			
Montana	94	71	23	17,323	13,153	4,171	102	77	25
Idaho	111	79	32	19,517	14,041	5,476	113	80	33
Wyoming	49	37	12	8,539	6,443	2,116			
Colorado	201	154	48	35,447	27,051	8,396	216		
New Mexico	121	97	24	21,782	17,525	4,257			
Arizona	127	101	26	21,617	17,145	4,468	135	105	30
Utah	142	83	54	24,934	15,387	9,547	153	94	59
Nevada	25	20	6	4,436	3,440	997			
Pacific	2,209	1,614	595	387,153	282,583	104,570			
Washington	357	247	110	62,010	42,608	19,401	245	176	69
Oregon	229	164	64	40,567	29,391	11,176			
California	1,624	1,203	421	284,151	210,585	73,993			
Outlying parts of the United States									
Alaska	11			1,879			9		
Canal Zone	8	6	3	1,996	1,041	955	20		
Hawaii	85			14,087			393	306	87
Puerto Rico	369	296	83	70,515	54,377	15,938			

[1] Elementary and secondary break-downs estimated on basis of enrollment.

Table 19.—Enrollment, attendance, and membership in full-time public elementary and secondary day schools, by State: 1957–58

Region and State	Enrollment	Average daily attendance	Aggregate days attendance (thousands)	Average daily membership	Aggregate days membership (thousands)	Average length of term (in days) (col. 4÷col. 3)	Average number of days attended per pupil enrolled (col. 4÷col. 2)	Percent of pupils enrolled attending daily (col. 3÷col. 2)	Percent of average daily membership attending daily (col. 3÷col. 5)
1	2	3	4	5	6	7	8	9	10
United States (48 States and District of Columbia)	**33, 528, 591**	**29, 722, 273**	**5, 277, 848**	**32, 157, 080**	**5, 711, 083**	**177. 6**	**157. 4**	**88. 6**	**92. 4**
North Atlantic	**7, 981, 198**	**6, 984, 818**	**1, 243, 545**			**178. 5**	**157. 4**	**88. 3**	
Connecticut	436. 552	[3] 384. 254	[3] 69. 103	[3] 419. 455	[3] 75. 431	179. 8	158. 3	88. 0	91. 6
Delaware	[3] [4] 72. 436	[4] 64. 553	[4] 11. 640	[4] 69. 525	[4] 12. 540	180. 3	160. 7	89. 1	92. 8
Maine	184. 226	169. 060	30. 652	181. 259	32. 862	181. 3	166. 4	91. 8	93. 3
Maryland	538. 790	479. 214	86. 225	527. 367	94. 937	179. 9	160. 0	88. 9	90. 9
Massachusetts	[3] 810. 614	732. 920	129. 814	797. 291	143. 013	177. 1	160. 1	90. 4	91. 9
New Hampshire	97. 478	86. 801	15. 303	93. 424	16. 471	176. 2	156. 9	89. 0	92. 9
New Jersey	959. 479	842. 045	151. 737	925. 771	166. 824	180. 2	158. 1	87 8	91. 0
New York	2, 658. 869	2, 261. 589	398. 232	2, 569. 987	452. 536	176. 1	149 8	85. 1	88. 0
Pennsylvania	1, 234. 553	1, 078. 025	303. 580	1, 808. 766	327. 286	180. 9	165. 5	91. 5	92. 8
Rhode Island	125. 301	108. 092	19. 457	118. 251	21. 295	180. 0	155. 3	86. 3	91. 4
Vermont	69. 717	61. 849	10. 676	66. 599	11. 494	172. 6	153. 1	88. 7	92. 9
District of Columbia	113. 183	96. 413	17. 126	106. 729	18. 973	177. 6	151. 3	85. 2	90. 3
Great Lakes and Plains	**9, 514, 535**	**8, 384, 771**	**1, 497, 623**			**178. 6**	**157. 4**	**88. 1**	
Illinois	1. 454. 311	1. 413. 537	254 417	1. 510. 877	271. 928	180. 0	153. 8	95. 4	93. 6
Indiana	334 949	791. 249	137 839			176. 5	147 5	83. 5	
Iowa	[3] 573. 152	505. 463	90. 605			179. 3	158. 4	88. 4	
Kansas	[3] 456. 810	398. 929	70. 930			178. 0	155. 4	87. 3	
Michigan	[3] 1. 495. 729	1. 372. 836	247. 110	1. 518. 121	273. 262	180. 0	165. 2	91. 8	90. 4
Minnesota	637. 642	577. 717	100. 714	615. 546	107. 500	174. 3	157. 9	90. 6	93. 9
Missouri	778. 507	652. 639	118. 826			182. 1	152. 6	83. 8	
Nebraska	266. 769	243. 176	42. 894	259. 548	45. 450	176. 4	160. 8	91. 2	93. 7
North Dakota	130. 173	118. 169	21. 027	125. 203	22. 230	177. 9	161. 5	90. 8	94. 4
Ohio	1, 783. 837	1, 585. 421	282. 099	1, 710. 939	304. 480	177. 9	159. 9	88. 9	92. 7
South Dakota	143. 801	129. 131	[1] 23. 114			[1] 179. 0		89. 8	
Wisconsin	[3] 678. 856	605. 504	107. 737			177. 9	158. 7	89. 2	
Southwest	**5, 452, 116**	**7, 188, 039**	**1, 284, 166**			**177. 3**	**154. 6**	**87. 2**	
Alabama	758. 214	669. 541	117. 478			175. 5	154. 9	88. 3	
Arkansas	420. 011	361. 445	62. 392	391. 417	68. 107	174. 0	149. 7	86. 1	92. 3
Florida	874. 377	743. 265	133. 800	805. 928	145. 013	180. 0	153. 0	85. 0	92. 3
Georgia	914 431	770. 959	138. 773	859. 412	154. 694	180. 0	151. 8	84 3	89. 7
Kentucky	609. 548	543. 553	93. 837	595. 727	102. 841	172. 6	153. 9	89. 2	91. 2
Louisiana	648. 854	566. 838	101. 775	522. 715	111. 822	179. 5	156. 9	87. 4	91. 0
Mississippi	526. 417	444. 169	75. 509			170. 0	140. 8	82. 8	
North Carolina	1, 060. 187	950. 311	171. 056	1, 025. 789	184. 642	180. 0	161. 3	89. 6	92. 6
South Carolina	584. 283	492. 467	89. 724			180. 0	153. 6	85. 3	
Tennessee	780. 933	684. 627	122. 492			176. 3	156. 9	88. 9	
Virginia	800. 464	706. 152	127. 109	766. 490	137. 968	180. 0	158 8	88. 2	92. 1
West Virginia	464. 397	418. 696	71. 723	447. 395	76. 637	171. 3	154. 4	90. 2	93. 6
Rocky Mountain and Southwest	**7, 468, 742**	**7, 004, 647**	**1, 230, 587**			**175. 7**	**164. 8**	**93. 4**	
Arizona	282. 220	219 984	37. 057			170. 0	141. 3	83. 1	
California	[3] 2, 826. 339	[3] 2, 767. 341	491. 549	2, 826. 000	502. 000	177. 6	173. 9	[5] 97. 9	97. 9
Colorado	365. 518	307. 352	54. 727	332. 125	59. 133	178. 1	149. 7	84 1	92. 5
Idaho	154. 111	138. 311	24. 066			174. 0	156. 2	89. 7	
Montana	136. 832	124. 051	21. 999	130. 333	23. 028	177. 3	160. 8	90. 7	95. 2
Nevada	58. 219	48. 090	8. 487	51. 493	9. 149	176. 5	145. 8	82. 6	93. 4
New Mexico	209. 739	180. 147	32. 417	191. 061	34. 381	179. 9	154. 6	85. 9	94. 3
Oklahoma	513. 500	460. 934	79. 196	483. 072	82. 992	171. 8	154. 2	89. 8	95. 4
Oregon	359. 987	315. 029	56. 002	337. 893	60. 062	177. 8	155. 6	87. 5	93. 2
Texas	1, 915 612	1. 659. 699	287 891	1. 786. 546	313. 774	173. 4	150. 3	86. 6	92. 9
Utah	214. 812	185. 098	34. 005	207. 705	36. 210	174. 3	158. 3	90. 8	93. 9
Washington	569. 176	526. 637	91. 828			174. 4	161. 3	92. 5	
Wyoming	74. 673	63. 974	11. 284			176. 4	151. 1	85. 7	
Outlying Parts									
Alaska	36. 017	31. 385	5. 394	33. 570	5. 772	172. 0	149. 8	87. 1	93. 4
American Samoa	5. 012					[6] 0			
Canal Zone	12. 118	10. 354	1. 838	10. 874	1. 929	177. 5	151. 7	85. 4	95. 2
Guam	13. 397	11. 636	2. 199	12. 235	2. 312	189. 0	164. 1	86. 9	95. 1
Hawaii	[3] 130. 158	121. 835	21. 714	129. 653	23. 106	178. 2	166. 8	93. 6	94. 0
Puerto Rico	[3] 564. 041	491. 075	94. 777	537. 756	103. 787	193. 0	168. 0	87. 1	91. 3
Virgin Islands	6. 392	5. 830	1. 056	6. 285	1. 139	181. 1	165. 2	91. 2	92. 8

[1] Estimated.

[2] Excludes vocational schools.

[3] Enrollment not cumulative but as of a specific date.

[4] Includes an estimate for kindergarten.

[5] Because attendance in California includes excused absences and enrollment is not cumulative, the relationship between attendance and enrollment is not strictly comparable with that in other States.

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Table 21.—Enrollment, attendance, and membership in full-time public elementary and secondary day schools, by State: 1959–60

Region and State	Enrollment [1]	Average daily attendance	Aggregate days attendance (thousands)	Average daily membership	Aggregate days membership (thousands)	Average length of term, in days (col. 3÷col. 2)	Average number of days attended per pupil enrolled (col. 3÷col. 1)	Percent of pupils enrolled attending daily (col. 2÷col. 1)	Percent of average daily membership attending daily (col. 2÷col. 4)
	1	2	3	4	5	6	7	8	9
United States	**38,088,771**	**32,477,446**	**5,781,774**	[2] 34,427,000	[2] 6,128,000	**178.0**	**160.2**	**90.0**	[2] 94.3
North Atlantic	**8,452,283**	**7,391,987**	**1,356,351**	**NA**	**NA**	**180.0**	**161.7**	**89.5**	**NA**
Connecticut	474,925	425,006	78,479	457,241	82,413	180.4	160.5	89.1	92.9
Delaware [3]	90,974	78,342	13,201	77,478	13,970	180.0	163.2	90.7	94.2
Maine	195,823	182,025	33,026	192,731	34,972	181.4	169.1	93.2	94.4
Maryland	594,373	533,751	96,333	577,458	104,165	180.9	161.9	90.5	92.4
Massachusetts	[4]940,467	794,339	149,444	949,579	150,945	177.6	[4]158.7	[4]92.2	93.4
New Hampshire	105,327	95,568	17,017	101,741	18,112	178.0	160.5	90.1	93.9
New Jersey	1,051,079	942,306	170,091	1,014,570	183,415	180.5	161.8	89.7	92.9
New York	2,928,853	2,481,909	441,325	NA	NA	177.1	156.0	87.1	NA
Pennsylvania	1,927,832	1,794,994	321,893	1,870,419	345,039	141.6	168.5	92.9	91.2
Rhode Island	133,317	117,774	[5] 21,200	125,404	[5] 22,709	[4]180.0	159.0	88.3	93.1
Vermont	[4]72,832	70,187	12,420	73,961	13,074	177.0	[4]170.6	[4]96.4	95.0
District of Columbia	122,456	103,901	19,061	113,945	20,610	180.2	155.6	86.4	92.9
Great Lakes and Plains	**10,759,337**	**9,022,420**	**1,605,003**	**NA**	**NA**	**177.9**	**158.0**	**88.8**	**NA**
Illinois	1,737,949	1,514,228	271,323	NA	NA	179.2	156.5	94.7	NA
Indiana	989,239	862,741	149,284	NA	NA	173.0	150.9	87.2	NA
Iowa	598,103	537,932	95,993	NA	NA	178.3	160.3	89.9	NA
Kansas	473,830	[5]441,005	[5]79,072	NA	NA	179.3	165.2	93.1	NA
Michigan	[4]1,625,247	1,437,592	[5]252,287	NA	NA	[4]180.0	[4]161.4	[4]89.7	NA
Minnesota	681,938	627,307	109,731	659,055	115,305	174.9	160.9	92.0	95.2
Missouri	820,721	704,977	125,365	NA	NA	182.1	156.4	85.9	NA
Nebraska	292,721	260,238	45,730	272,309	47,914	175.0	162.0	92.0	95.6
North Dakota [3]	135,784	128,139	22,350	131,346	23,364	179.2	165.2	94.2	96.0
Ohio	1,905,965	1,733,984	307,192	1,840,575	326,216	177.2	161.2	91.0	94.2
South Dakota	143,306	129,108	23,726	NA	NA	171.9	154.3	89.9	NA
Wisconsin [6]	698,509	616,470	109,692	631,133	113,970	177.9	157.0	88.2	94.7
Southeast	**8,872,919**	**7,892,341**	**1,399,281**	**NA**	**NA**	**177.3**	**157.7**	**88.9**	**NA**
Alabama	787,249	709,047	124,474	NA	NA	175.6	158.1	90.1	NA
Arkansas	424,206	372,591	64,495	397,810	69,821	173.1	152.0	87.8	93.7
Florida	983,496	870,511	156,719	926,476	166,418	180.0	157.7	87.6	93.9
Georgia	949,099	820,995	147,779	900,943	162,170	180.0	155.7	86.5	91.1
Kentucky	631,412	566,637	95,859	601,777	101,678	169.2	151.8	89.7	93.1
Louisiana	693,202	619,186	111,257	667,982	119,954	179.8	160.5	89.4	92.7
Mississippi	564,421	485,747	84,157	530,621	92,073	173.2	149.1	86.1	91.5
North Carolina	1,105,412	1,003,435	180,622	1,070,473	192,656	180.0	163.4	90.8	93.7
South Carolina	610,099	531,395	95,646	NA	NA	180.0	156.8	87.1	NA
Tennessee	910,300	773,560	129,243	773,516	136,203	173.7	159.5	90.8	94.9
Virginia	841,574	736,154	126,229	806,858	143,323	180.1	161.9	89.9	93.7
West Virginia	460,429	420,503	72,493	443,932	78,356	172.4	157.4	91.3	91.7
West and Southwest	**8,502,210**	**7,972,692**	**1,411,139**	**NA**	**NA**	**177.0**	**164.0**	**92.7**	**NA**
Alaska	44,430	37,732	6,567	40,018	6,945	173.8	147.7	83.0	94.4
Arizona	302,672	257,940	44,562	272,432	47,410	172.5	147.2	85.2	94.5
California	[7] 3,199,455	[7] 3,155,006	560,777	3,220,400	572,260	[7]177.7	[7]175.3	[7]98.6	[7]98.0
Colorado	333,690	345,234	61,566	389,402	65,692	178.3	156.4	87.7	93.7
Hawaii	[4]139,429	130,948	23,343	139,233	25,034	178.3	[4]168.9	[4]93.9	94.0
Idaho	162,840	147,459	28,100	NA	NA	177.0	160.2	90.6	NA
Montana	144,999	[5]131,650	23,735	[5]138,500	25,025	180.3	[5]163.7	[5]90.8	[5]94.4
Nevada	66,415	55,223	9,970	59,025	10,657	180.5	150.1	83.1	93.6
New Mexico	231,004	202,377	36,429	211,092	37,997	180.0	157.7	87.6	95.9
Oklahoma	533,928	483,559	85,362	506,014	89,039	176.2	160.3	90.9	96.0
Oregon	388,772	345,041	61,006	366,034	64,709	176.5	156.9	88.5	94.5
Texas	2,068,158	1,822,178	317,244	1,950,345	340,296	174.1	153.4	88.1	93.4
Utah	223,934	216,317	39,915	228,447	41,131	180.0	165.1	91.7	94.7
Washington	[4]609,035	568,641	102,273	NA	NA	179.9	[4]167.9	[4]93.4	NA
Wyoming	81,431	71,439	12,559	75,234	13,342	180.0	157.9	87.7	95.0
Outlying Parts									
American Samoa	[4]5,482	NA	NA	NA	NA	[4]180.0	NA	NA	NA
Canal Zone	11,937	10,200	1,853	10,921	1,949	181.7	155.2	85.4	93.4
Guam	14,641	12,778	2,305	13,479	2,431	180.4	157.4	87.3	94.8
Puerto Rico	572,440	511,955	93,233	548,234	99,773	182.1	162.9	89.3	93.4
Virgin Islands	6,349	6,139	1,080	6,640	1,169	175.9	157.7	89.6	92.5

[1] Enrollment figures for a given State include pupils who enrolled for the first time in the United States during the school year and pupils who were previously enrolled in another State.

[2] Estimated by Office of Education.

[3] Includes estimated data for kindergarten.

[4] Enrollment not cumulative, but as of a specific date; hence, the ratio of attendance to enrollment is not strictly comparable with the ratios for other States.

[5] Represents minimum number of days schools must be in session.

[6] Excludes vocational schools not operated as part of the regular public school system.

[7] Because attendance in California includes excused absences and enrollment is not cumulative, the ratios of attendance to enrollment and of attendance to membership are not strictly comparable with ratios for other States.

Table 21.—Enrollment, membership, and attendance in full-time public elementary and secondary day schools, by State: 1961–62

Region and State	Enrollment [1]	Average daily membership	Aggregate days membership (thousands)	Average daily attendance	Aggregate days attendance (thousands)	Average length of term in days (col. 5÷col. 4)	Average daily attendance as percent of average daily membership	Average daily attendance as percent of enrollment	Average number of days attended per pupil enrolled (col. 5÷col. 1)
	1	2	3	4	5	6	7	8	9
United States	**38, 252, 673**	**[2] 36, 809, 000**	**[3] 6, 532, 400**	**34, 682, 349**	**6, 210, 859**	**179. 1**	**[2] 94. 3**	**90. 7**	**162. 3**
NORTH ATLANTIC	**8, 872, 626**	**NA**	**NA**	**8, 346, 446**	**1, 463, 876**	**181. 9**	**NA**	**90. 7**	**165. 0**
Connecticut	515. 523	498. 551	89. 574	462. 095	83. 400	180. 5	93. 1	89. 6	161. 8
Delaware [4]	90. 256	87, 277	15. 725	82. 350	14. 843	180. 3	94. 3	91. 2	164. 4
Maine	204. 891	201. 304	36. 617	191. 640	[5] 34. 361	191. 9	95. 2	93. 5	170. 1
Maryland	650. 234	631. 190	114. 250	583. 301	105. 578	181. 0	92. 4	89. 7	162. 4
Massachusetts	[6] 915, 764	891. 895	[3] 161. 435	833. 243	150. 493	180. 8	93. 4	[6] 90. 9	164. 4
New Hampshire	113. 713	109. 139	19. 573	102. 920	18. 548	180. 2	94. 3	90. 5	163. 1
New Jersey	1, 141. 151	1, 105. 573	201. 172	1, 019. 484	185. 050	181. 5	92. [illegible]	89. 3	162. 2
New York	2. 856. 164	2. 835. 275	[3] 513. 855	2. 606. 564	[5] 477. 020	183. 0	91. 9	91. 3	167. 0
Pennsylvania	[6] 2. 032. 622	[5] 1. 970. 335	[3] 353. 810	[5] 1. 854. 843	[5] 337. 387	182. 2	94. 1	[6] 91. 3	166. 2
Rhode Island	[6] 141. 971	134. 951	24. 291	123. 746	22. 634	180. 0	93. 2	[6] 88. 6	159. 4
Vermont	[6] 76. 345	NA	NA	[3] 69. 100	[3] 12. 438	[6] 177. 0	NA	[3] [6] 93. 5	[3] 162. 9
District of Columbia	132. 332	124. 214	22. 592	115. 079	20. 929	181. 9	92. 6	[illegible]6	157. 4
GREAT LAKES AND PLAINS	**10, 703. 732**	**NA**	**NA**	**9, 589, 262**	**1, 715, 439**	**179. 2**	**NA**	**89. 5**	**160. 5**
Illinois	1, 892. 239	NA	NA	1, 617. 255	291. 493	180. 2	NA	85. 5	154. 0
Indiana	1, 037. 831	NA	NA	893. 390	159. 336	177. 7	NA	86. 1	152. 6
Iowa	617. 050	NA	NA	563. 195	100. 770	178. 9	NA	91. 3	163. 3
Kansas	507. 125	NA	NA	450. 845	80. 719	179. 0	NA	88. 9	159. 2
Michigan	[6] 1, 735. 203	NA	NA	1, 564. 708	[3] 281. 647	[6] 180. 0	NA	[6] 90. 2	[3] 162. 3
Minnesota	725. 795	702. 115	123. 743	686. 113	116. 756	175. 2	94. 9	91. 3	160. 9
Missouri	857. 620	NA	NA	742. 390	135. 590	182. 6	NA	86. 6	158. 1
Nebraska	303. 647	291. 123	51. 594	278. 211	49. 307	177. 2	95. 6	91. 6	162. 4
North Dakota	141. 966	135. 814	24. 235	130. 051	23. 396	179. 9	95. 8	91. 6	164. 8
Ohio	[6] 1, 975. 537	1, 932. 364	354. 399	1, 871. 497	324. 619	173. 8	94. 4	[6] 94. 7	169 4
South Dakota	163. 630	153. 313	28. 338	147. 439	27. 189	184. 1	96. 0	90. 3	166. 2
Wisconsin [7]	752. 290	700. 818	126. 637	663. 603	118. 607	178. 7	94. 7	88. 2	157. 7
SOUTHEAST	**9, 284, 224**	**NA**	**NA**	**8, 306, 819**	**1, 451, 463**	**178. 4**	**NA**	**89. 5**	**159. 6**
Alabama	807. 287	NA	NA	733. 921	128. 623	175. 3	NA	90. 9	159. 3
Arkansas	435. 510	411. 095	71. 910	386. 031	67. 530	174. 9	93. 9	88. 6	155. 0
Florida	1, 103. 801	1, 038. 174	185. 871	979. 515	176. 325	180. 0	94. 3	88. 3	159 0
Georgia	996. 548	947. 234	170. 502	871. 773	156. 919	180. 0	92. 0	87. 5	157. 5
Kentucky	651. 495	628. 781	109. 972	585. 784	102. 774	175. 4	93. 5	89. 9	157. 8
Louisiana	732. 645	705. 417	126. 538	652. 511	113. 056	179. 3	93. 2	89. 9	161. 1
Mississippi	585. 507	551. 183	96. 578	504. 102	88. 410	175. 3	91. 5	86. 1	131. 0
North Carolina	1, 141. 605	1, 105. 341	199. 961	1, 037. 042	185. 668	180. 0	93. 8	90. 8	163. 5
South Carolina	630. 628	605. 939	109. 080	555. 431	99. 979	180. 0	91. 7	88. 1	159. 5
Tennessee	847. 852	814. 154	143. 318	772. 350	135. 978	176. 1	94. 9	91. 1	160. 4
Virginia	900. 287	864. 672	155. 936	811. 924	146. 424	180. 3	93. 9	90. 2	162. 6
West Virginia	445. 988	430. 307	77. 587	409. 332	73. 770	180. 2	95. 1	91. 3	165. 4
WEST AND SOUTHWEST	**9, 188, 051**	**NA**	**NA**	**8, 740, 613**	**1, 546, 311**	**176. 9**	**NA**	**93. 1**	**164. 7**
Alaska	52. 724	47. 509	8. 296	45. 031	7. 924	176. 0	94. 8	85. 4	150. 3
Arizona	[6] 345. 044	309. 517	51. 999	294. 026	49. 393	168. 0	95. 0	[6] 85. 2	143. 2
California	[3] 3, 549. 362	3, 596. 900	638. 104	[3] 3, 515. 348	[6] 625. 237	177. 9	[6] 98. 0	[6] 99. 0	[6] 176. 2
Colorado	439. 131	411. 346	73. 757	386. 624	69. 327	179. 3	94. 0	88. 0	157. 9
Hawaii	[6] 148. 201	147. 979	26. 466	139. 756	24. 927	179. 0	94. 2	[6] 94. 0	168. 2
Idaho	172. 731	NA	NA	[3] 156. 300	[3] 27. 754	177. 0	NA	90. 8	160. 7
Montana	153. 910	147. 917	26. 716	140. 919	25. 443	180. 6	95. 3	91. 6	165. 3
Nevada	80. 719	71. 107	12. 937	66. 994	11. 954	178. 5	93. 7	82. 5	148. 1
New Mexico	245. 079	227. 623	40. 972	215. 904	38. 791	180. 0	94. 7	87. 9	158. 3
Oklahoma	537. 282	528. 665	4. 082	501. 671	88. 434	175. 6	95. 3	90. 4	158. 7
Oregon	413. 663	389. 730	70. 067	365. 944	65. 797	179. 3	93. 9	88. 5	159. 1
Texas	2, 225. 931	2, 037. 859	356. 264	1, 975. 474	342. 307	173. 3	94. 5	93. 7	154. 0
Utah	254. 843	248. 437	44. 401	235. 010	42. 345	180. 2	95. 4	92. 2	166. 2
Washington	[6] 660. 076	NA	NA	623. 837	112. 260	[6] 180. 0	NA	[6] 94. 5	170. 1
Wyoming	87. 405	80. 589	14. 593	76. 565	13. 863	181. 1	95. 0	87. 6	158. 6
Outlying areas									
American Samoa	[6] 5. 449	NA	NA	NA	NA	180. 0	NA	NA	NA
Canal Zone	12. 000	11. 839	2. 142	11. 465	2. 052	179. 0	96. 8	95. 5	171. 0
Guam	14. 870	14. 016	2. 494	13. 251	2. 358	177. 9	94. 5	89. 1	158. 5
Puerto Rico	589. 458	563. 313	103. 241	524. 218	96. 097	183. 3	93. 1	88. 9	163. 0
Virgin Islands	7, 624	7, 399	1, 339	6, 999	1, 235	176. 5	94. 6	91. 8	162. 0

[1] Enrollment figures for a given State include pupils who enrolled for the first time in the United States during the school year and pupils who were previously enrolled in another State.
[2] Estimated by Office of Education.
[3] Includes estimated data for kindergarten.
[4] Enrollment not cumulative but as of a specific date; hence, the ratio of attendance to enrollment is not strictly comparable with the ratios for other States.
[5] Estimated by State.
[6] Represents minimum number of days schools must be in session.
[7] Excludes vocational schools not operated as part of the regular public school system.
[8] Because attendance in California includes excused absences and enrollment is not cumulative, the ratios of attendance to enrollment and of attendance to membership are not strictly comparable with ratios for other States.

Table 21.—Enrollment, membership, and attendance in full-time public elementary and secondary day schools, by State: 1963–64

Region and State	Enrollment[1]	Average daily membership	Aggregate days membership (thousands)	Average daily attendance	Aggregate days attendance (thousands)	Average length of term in days (col. 5÷col. 4)	Average daily attendance as percent of average daily membership	Average daily attendance as percent of enrollment	Average number of days attended per pupil enrolled (col. 5÷col. 1)
	1	2	3	4	5	6	7	8	9
United States	[1]41,025,005	[1]39,700,000	[2]6,693,500	37,403,058	[2]6,694,000	[3]179.0	[1]94.2	91.2	[3]163.2
NORTH ATLANTIC	9,358,251	9,348,841	NA	8,710,063	1,573,629	180.7	93.2	91.1	164.6
Connecticut	570,131	562,681	96,961	503,844	90,470	179.6	92.8	88.4	158.7
Delaware	100,391	96,299	17,238	90,936	16,283	179.1	94.4	90.6	162.2
Maine	214,626	211,274	38,245	204,362	36,995	181.0	96.7	95.2	172.4
Maryland	721,857	700,434	126,798	649,359	117,534	181.0	92.7	90.0	162.8
Massachusetts	996,077	963,262	NA	907,104	[2]163,300	180.0	[1]94.2	91.1	[3]163.9
New Hampshire	124,140	119,342	21,522	113,000	20,378	180.3	94.7	91.0	164.1
New Jersey	1,249,684	1,210,359	218,266	1,125,407	202,930	180.3	93.0	90.1	162.4
New York	[4]3,050,099	3,043,396	550,797	2,795,952	505,888	180.9	91.9	91.7	[4]165.9
Pennsylvania	2,136,168	2,103,174	381,595	1,985,026	359,859	181.3	94.3	[1]92.1	166.9
Rhode Island	153,202	145,692	26,225	136,112	24,500	180.0	93.4	88.8	159.9
Vermont	79,601	76,473	13,866	73,187	13,007	173.0	98.3	94.5	163.4
District of Columbia	142,255	134,655	24,427	123,774	22,485	181.7	92.1	87.0	158.1
GREAT LAKES AND PLAINS	11,209,593	NA	NA	10,395,592	1,855,596	178.5	NA	90.3	161.2
Illinois	2,081,725	1,907,789	343,863	1,792,404	322,856	180.1	94.0	86.1	155.1
Indiana	1,114,893	NA	NA	982,482	168,759	171.8	NA	88.1	151.4
Iowa	643,583	NA	NA	578,639	103,724	179.3	NA	89.9	161.2
Kansas	496,274	NA	NA	473,839	85,672	180.8	NA	95.5	172.6
Michigan	[4]1,852,528	NA	334,241	1,708,343	307,502	[3]180.0	NA	[1]92.2	[4]166.0
Minnesota	781,304	757,774	133,220	725,265	127,286	173.5	95.7	92.8	162
Missouri	[4]922,027	NA	NA	797,878	145,932	182.9	NA	[4]86.5	[4]158.3
Nebraska	321,290	310,520	54,962	298,536	52,841	177.0	96.1	92.9	164.5
North Dakota	[4]145,184	141,272	25,468	135,792	24,481	180.3	96.1	[4]93.5	[4]168.6
Ohio	2,163,443	2,134,097	380,724	2,025,467	359,305	177.4	94.0	93.6	166.1
South Dakota	170,224	161,445	28,739	154,919	27,525	178.3	96.0	91.0	162.3
Wisconsin[5]	817,116	758,858	136,220	722,028	129,603	179.5	95.1	88.4	158.6
SOUTHEAST	9,772,098	9,360,679	1,673,784	8,789,315	1,567,702	178.4	93.9	89.9	160.4
Alabama	843,019	810,515	142,296	770,704	135,281	175.5	95.1	91.4	160.5
Arkansas	448,281	424,328	73,449	402,052	70,508	175.4	94.8	89.7	157.3
Florida	1,216,834	1,146,209	206,318	1,081,675	194,702	180.0	94.4	88.9	160.0
Georgia	1,056,852	1,006,546	180,172	930,723	166,599	179.0	92.5	88.1	157.6
Kentucky	675,586	650,054	114,110	609,903	106,999	175.4	93.8	90.3	158.4
Louisiana	785,297	758,878	136,377	708,071	127,252	179.7	93.3	90.2	162.0
Mississippi	604,271	573,809	100,990	527,142	92,877	176.2	91.9	87.2	153.7
North Carolina	1,186,655	1,149,139	206,845	1,082,359	194,825	180.0	94.2	91.2	164.2
South Carolina	654,996	630,551	113,499	582,786	104,901	180.0	92.4	89.0	160.2
Tennessee	884,785	849,842	149,716	809,614	142,630	176.2	95.3	91.5	161.2
Virginia	967,701	929,412	167,294	873,388	157,682	180.5	94.0	90.3	162.9
West Virginia	447,821	431,396	77,220	410,894	73,446	178.7	95.2	91.8	164.0
WEST AND SOUTHWEST	10,185,063	NA	NA	9,510,088	NA	[3]177.7	NA	93.4	NA
Alaska	58,561	53,554	9,172	51,084	8,735	171.0	95.4	87.2	149.2
Arizona	381,498	359,061	NA	332,812	NA	175.0	92.7	87.2	NA
California	[1]3,928,326	3,985,000	706,980	[1]3,867,133	[1]692,119	179.0	[1]97.0	[1]98.4	[1]176.2
Colorado	460,521	457,521	81,518	431,700	76,925	178.2	94.4	89.8	160.1
Hawaii	156,651	NA	NA	145,785	NA	NA	NA	93.1	NA
Idaho	176,247	NA	NA	162,146	NA	177.0	NA	92.0	NA
Montana	167,033	162,449	28,841	150,228	27,164	180.8	92.5	89.9	162.6
Nevada	104,751	92,565	16,607	86,276	15,477	179.4	93.2	82.4	147.8
New Mexico	[4]265,505	247,804	44,605	233,486	42,388	[3]180.0	95.0	88.7	159.7
Oklahoma	586,057	554,092	96,966	532,781	93,237	175.0	96.2	90.9	159.1
Oregon	446,310	420,233	75,210	395,635	70,804	179.0	94.1	88.6	158.6
Texas	2,364,982	2,253,263	394,427	2,124,098	371,818	175.0	94.3	89.8	157.2
Utah	277,223	268,174	48,298	255,544	46,023	180.1	95.3	92.2	166.0
Washington	698,782	NA	NA	637,548	117,700	179.0	NA	94.1	168.4
Wyoming	92,616	85,624	15,412	81,832	14,730	180.0	95.6	88.4	159.0
Outlying areas									
American Samoa	6,734	NA	NA	NA	NA	NA	NA	NA	NA
Canal Zone	14,032	12,759	2,271	12,242	2,184	178.4	95.9	87.2	155.6
Guam	16,558	15,234	2,712	14,448	2,572	178.0	94.8	87.3	155.3
Puerto Rico	610,431	582,056	106,375	540,278	98,925	183.1	92.8	88.5	162.1
Virgin Islands	8,671	8,409	1,514	7,723	1,390	180.0	91.8	89.1	160.3

[1] Enrollment figures for a given State include pupils who enrolled for the first time in the United States during the school year and pupils who were previously enrolled in another State.

[2] Enrollment figures in this table are not comparable with those shown in table 17, which are as of the fall of 1963.

[3] Estimated by Office of Education.

[4] Enrollment not cumulative but as of specific date; hence, the ratio of attendance to enrollment is not strictly comparable with the ratios for other States.

[5] Represents minimum number of days school must be in session.

[6] Excludes vocational schools not operating as part of the regular public school system.

[7] Because attendance in California includes excused absences and because enrollment is not cumulative, the ratios of attendance to enrollment and of attendance to membership are not strictly comparable with ratios for other States.

Table 22.—Enrollment, Membership, and Attendance in Full-Time Public Elementary and Secondary Day Schools, by State: 1965–66

State or other area	Enrollment [1]	Average daily membership	Aggregate days membership (thousands)	Average daily attendance	Aggregate days attendance (thousands)	Average length of term in days (col. 6 ÷ col. 5)	Average daily attendance as percent of average daily membership	Average daily attendance as percent of enrollment	Average number of days attended per pupil enrolled (col. 6 ÷ col. 2)
1	2	3	4	5	6	7	8	9	10
United States	42,833,423	[2] 41,300,000	[2] 7,400,000	39,134,497	[2] 7,005,500	178.9	[2] 91.3	91.4	163.5
Alabama	862,041	831,936	145,569	787,158	138,409	175.8	94.6	91.3	160.6
Alaska	63,574	58,518	10,473	55,271	9,593	173.6	94.5	86.9	150.9
Arizona	401,152	370,317	63,223	346,672	60,314	174.0	93.6	86.4	150.3
Arkansas	452,370	430,340	75,525	406,858	71,760	175.5	95.0	90.6	158.6
California [3]	[4] 4,227,129	4,290,000	761,475	[4] 4,206,347	[4] 746,543	177.5	[4] 98.1	[4] 99.95	[4] 176.6
Colorado	510,743	481,588	86,278	454,687	81,259	179.2	94.3	88.9	159.3
Connecticut	592,052	563,368	103,963	543,491	97,528	180.0	93.2	91.8	165.2
Delaware	[5] 108,351	105,540	18,997	99,341	17,881	180.0	94.1	91.7	165.0
District of Columbia	[5] 143,449	140,991	25,378	129,324	23,311	180.0	91.9	90.3	162.5
Florida	1,269,217	1,221,277	219,947	1,140,901	208,978	180.0	94.1	89.5	162.3
Georgia	1,090,854	1,030,031	185,406	966,737	174,013	180.0	93.9	88.6	159.5
Hawaii	162,164	160,977	28,815	151,601	27,137	179.0	94.2	93.5	167.3
Idaho	151,325	NA	NA	165,070	29,217	177.0	NA	90.0	161.0
Illinois	2,121,362	2,038,344	369,676	1,935,987	344,999	178.8	95.5	90.7	162.2
Indiana	1,122,602	1,113,506	197,303	1,023,988	181,971	177.0	92.3	87.7	155.2
Iowa	[5] 625,376	NA	NA	595,072	107,113	180.0	NA	95.2	171.3
Kansas [6]	[5] 506,959	NA	NA	463,327	83,410	180.0	NA	91.4	164.5
Kentucky	682,714	655,330	114,343	619,282	107,711	173.9	94.2	90.7	171.3
Louisiana	923,863	793,304	141,492	737,854	131,553	178.3	93.0	89.6	159.8
Maine	221,931	218,329	39,673	207,619	37,725	181.7	95.1	93.5	170.0
Maryland	[5] 766,620	739,666	136,673	703,703	129,591	179.9	92.6	89.4	160.9
Massachusetts	1,025,902	1,007,257	NA	941,197	170,337	181.0	93.4	91.7	166.1
Michigan	1,968,403	1,968,403	354,313	1,792,277	322,730	180.0	91.1	91.1	164.0
Minnesota	832,962	818,114	141,580	769,859	134,685	175.0	94.2	92.4	161.7
Mississippi	607,584	573,312	93,274	536,202	93,444	177.0	92.7	88.2	157.0
Missouri [3]	973,831	NA	NA	921,397	163,752	177.5	NA	94.2	149.4
Montana	172,754	164,721	29,778	153,771	27,946	182.0	93.4	89.0	162.0
Nebraska	327,522	314,925	56,250	292,497	54,039	178.8	93.1	92.3	164.9
Nevada	117,437	104,869	18,949	97,535	17,467	178.5	93.3	83.3	148.7
New Hampshire	133,287	127,171	22,883	119,551	21,956	179.9	94.2	89.9	164.5
New Jersey	1,323,217	1,283,507	232,465	1,156,654	214,930	181.1	92.5	89.7	162.4
New Mexico	280,533	260,636	46,915	247,727	44,434	180.0	95.1	88.3	158.6
New York	3,170,374	NA	NA	2,909,765	525,560	[4] 180.3	NA	91.5	165.5
North Carolina	1,204,331	1,164,652	209,637	1,101,984	196,328	180.0	94.6	91.5	164.7
North Dakota	154,554	145,263	26,256	139,764	25,262	180.7	96.2	90.3	163.1
Ohio	[5] 2,271,420	2,262,542	407,922	2,133,939	383,079	180.3	94.4	94.0	169.5
Oklahoma	601,433	565,896	100,128	545,611	96,035	178.1	96.4	90.7	159.7
Oregon	466,416	439,669	79,606	413,773	73,983	178.8	94.1	88.7	158.6
Pennsylvania	2,231,220	2,171,709	393,782	2,042,663	370,283	181.3	94.1	91.5	165.9
Rhode Island	[5] 154,501	152,845	27,512	137,663	24,699	177.9	90.1	89.1	158.8
South Carolina	660,156	635,012	114,302	593,165	106,770	180.0	93.4	89.8	161.7
South Dakota	172,963	164,731	29,187	158,671	28,113	177.2	96.3	91.7	162.5
Tennessee	901,569	863,444	151,979	824,270	145,079	178.0	95.5	91.4	160.9
Texas	2,520,207	2,406,700	422,617	2,261,963	397,427	175.7	94.0	89.8	157.7
Utah	294,714	285,685	51,465	271,956	48,996	180.1	95.2	92.3	166.2
Vermont	88,428	83,979	14,528	80,092	13,856	173.0	95.4	90.6	156.7
Virginia	1,018,465	976,752	176,114	916,212	165,292	180.3	93.8	90.0	162.3
Washington	[5] 723,398	NA	NA	679,172	121,572	179.0	NA	93.9	168.1
West Virginia	438,625	422,296	75,750	400,594	71,893	179.3	94.9	91.4	163.9
Wisconsin [3]	859,101	812,470	145,993	766,720	138,176	179.7	94.6	89.5	160.8
Wyoming	90,547	85,285	15,373	81,597	14,732	180.8	95.7	90.1	162.9
Outlying areas									
American Samoa	7,299	7,065	1,166	6,711	1,107	165.0	95.0	91.9	151.7
Canal Zone	14,629	13,311	2,399	12,809	2,291	178.9	96.2	87.6	156.6
DOD Overseas Schools	178,173	163,557	NA	NA	NA	NA	NA	NA	NA
Guam	[5] 19,376	17,199	3,037	16,143	2,852	178.7	93.9	87.9	153.2
Puerto Rico	640,344	611,739	185,836	572,662	105,743	184.6	93.6	89.4	165.1
Trust Territory	30,522	NA	NA	NA	NA	NA	NA	NA	NA
Virgin Islands	[5] 10,234	9,535	1,725	9,256	1,672	180.6	96.9	90.3	163.1

[1] Enrollment figures for a given State include pupils who enrolled for the first time in the United States during the school year and pupils who were previously enrolled in another State.

[2] Includes estimate for the nonreporting States.

[3] Enrollment not cumulative but as of a specific date; hence, the ratio of attendance to enrollment is not strictly comparable with the ratios for other States.

[4] Because attendance figures in California include excused absences and enrollment is not cumulative, the ratios of attendance to enrollment and of attendance to membership are not strictly comparable with ratios for other States.

[5] Excludes vocational high schools not operating as part of the regular public school system.

[6] Data for the 1965–66 school year.

Table 22.—Enrollment, membership, and attendance in full-time public elementary and secondary day schools, by State or other area: United States, 1967-68

Region and State or other area	Enrollment[1]	Average daily membership	Aggregate days membership (thousands)	Average daily attendance	Aggregate days attendance (thousands)	Average length of term in days (col. 6 ÷ col. 3)	Average daily attendance as percent of average daily membership	Average daily attendance as percent of enrollment	Average number of days attended per pupil enrolled (col. 6 ÷ col. 2)
1	2	3	4	5	6	7	8	9	10
United States	44,742,341	[3] 43,269,300	[3] 7,736,300	40,827,965	[3] 7,300,330	178.8	[3] 94.4	91.3	163.2
North Atlantic	10,585,976	10,320,600	1,863,300	9,542,721	1,725,231	180.8	92.5	90.2	163.0
Connecticut	628,252	621,563	111,881	576,170	103,711	180.0	92.7	91.7	165.1
Delaware	121,153	116,423	20,945	109,727	19,751	180.0	94.2	90.6	163.2
Maine	220,392	227,323	41,174	215,383	39,019	181.2	94.7	93.5	169.6
Maryland	856,518	824,371	148,676	749,016	137,259	183.3	90.9	87.4	160.2
Massachusetts	1,092,951	1,074,555	194,513	988,683	178,951	181.0	92.0	90.5	163.7
New Hampshire	143,342	135,641	24,402	127,922	23,012	179.9	94.3	89.2	160.9
New Jersey	[3] 1,452,457	[3] 1,370,829	248,257	[3] 1,266,524	229,367	[4] 181.1	92.4	87.2	157.9
New York	[3] 3,315,477	3,287,239	[5] 591,703	3,019,295	[5] 543,473	[7] 180.0	91.8	90.8	163.5
Pennsylvania	2,310,486	2,260,032	410,556	2,125,071	385,942	181.6	94.0	92.0	167.1
Rhode Island	173,976	165,472	29,785	148,019	26,643	180.0	89.5	85.1	153.1
Vermont	92,528	90,888	15,614	85,461	14,682	171.8	94.0	92.4	157.9
District of Columbia	[3] [8] 158.44	146,143	25,838	132,470	23,421	176.8	90.6	83.6	148.2
Great Lakes and Plains	12,586,200	[3] 12,082,700	[3] 2,159,200	11,398,781	2,036,681	178.7	[3] 94.3	90.6	161.8
Illinois	[3] 2,215,323	2,133,258	377,587	2,015,083	356,776	177.0	94.5	91.0	161.0
Indiana	[3] 1,181,440	1,166,770	206,518	1,058,909	187,427	[4] 177.0	90.8	89.7	158.7
Iowa	677,623	643,534	115,579	617,333	110,983	179.6	96.0	91.2	163.7
Kansas	554,488	NA	NA	474,352	84,719	178.6	NA	85.5	152.9
Michigan	[3] 2,079,704	NA	NA	1,913,328	344,399	180.0	NA	92.0	165.6
Minnesota	886,171	881,409	153,131	800,257	142,287	177.8	92.9	90.3	160.6
Missouri	1,031,010	NA	NA	871,444	154,681	[4] 177.5	NA	84.5	150.0
Nebraska	336,034	323,422	57,837	311,378	55,644	178.7	96.3	92.7	165.6
North Dakota	153,513	146,588	26,529	141,787	25,656	181.0	96.7	92.4	166.6
Ohio	[3] 2,358,900	2,338,148	420,316	2,207,276	396,774	179.8	94.4	93.6	168.3
South Dakota	175,654	166,781	29,770	160,219	28,600	178.5	96.1	91.2	162.5
Wisconsin	936,335	869,418	156,144	826,305	148,755	180.0	95.0	88.2	158.9
Southeast	10,241,340	[3] 9,809,500	[3] 1,750,100	9,254,227	1,650,754	178.4	[3] 94.3	90.4	161.2
Alabama	860,295	827,939	145,167	787,714	138,191	175.4	95.1	91.6	160.6
Arkansas	454,874	433,972	76,122	412,782	72,406	175.4	95.1	90.7	159.1
Florida	1,393,753	1,298,025	233,644	1,216,957	219,053	180.0	93.8	87.3	157.1
Georgia	1,121,998	1,076,936	193,848	998,781	179,781	180.0	92.7	89.0	160.2
Kentucky	701,613	674,964	117,163	635,403	110,297	173.6	94.1	90.6	157.1
Louisiana	883,038	831,751	148,112	773,942	137,804	178.0	93.0	89.7	159.7
Mississippi	599,891	576,065	101,862	539,515	95,439	177.0	93.7	90.0	159.1
North Carolina	[3] 1,193,267	NA	NA	1,115,298	[4] 200,754	[4] 180.0	NA	93.5	168.2
South Carolina	[3] 565,980	542,134	1,156	504,928	108,887	180.0	94.2	90.8	163.5
Tennessee	906,937	870,747	153,216	830,568	146,161	176.0	95.4	91.6	161.1
Virginia	1,053,358	1,009,058	182,353	949,804	171,657	180.7	94.1	90.2	163.0
West Virginia	426,333	410,145	74,246	388,385	70,334	181.1	94.7	91.1	165.1
West and Southwest	11,328,825	[3] 11,056,500	[3] 1,963,700	10,631,228	1,887,964	177.8	[3] 96.2	93.8	166.6
Alaska	87,203	86,716	11,359	83,923	11,290	176.6	95.8	95.1	165.5
Arizona	424,998	380,379	66,566	366,416	64,122	175.0	96.3	86.2	150.9
California	[5] 4,466,266	4,533,000	806,909	[5] 4,454,359	[5] 792,376	174.8	[5] 98.3	[5] 99.7	[5] 177.5
Colorado	536,073	507,048	91,065	478,168	85,883	179.6	94.3	89.2	160.2
Hawaii	[3] 189,430	189,162	29,879	158,111	28,051	177.4	93.5	93.3	166.0
Idaho	184,458	NA	NA	168,255	30,454	181.0	NA	91.2	165.5
Montana	177,848	173,297	31,297	160,659	29,026	180.7	92.7	90.3	163.1
Nevada	125,040	111,117	19,957	104,422	18,759	179.6	94.0	83.5	150.1
New Mexico	284,928	267,229	48,101	252,759	45,497	180.0	94.6	88.7	159.6
Oklahoma	619,740	580,137	102,104	559,350	98,446	176.0	96.4	90.3	158.8
Oregon	483,006	452,294	80,599	425,047	75,743	178.2	94.0	88.0	156.8
Texas	[3] 2,619,623	2,495,203	436,669	2,340,637	409,629	175.0	93.8	89.5	156.6
Utah	305,679	294,873	53,423	282,215	50,842	180.2	95.7	92.3	166.2
Washington	[3] 781,870	NA	NA	736,554	132,580	180.0	NA	94.2	169.5
Wyoming	88,663	84,141	15,148	80,362	14,465	180.0	95.5	92.7	166.3
Outlying Areas:									
Canal Zone	15,471	14,078	2,785	13,545	2,534	187.0	96.2	87.6	168.9
Guam	20,920	19,115	3,381	17,833	3,155	176.9	93.3	85.2	150.2
Puerto Rico	670,187	639,764	117,422	604,206	110,411	182.7	94.4	90.2	164.7
Virgin Islands	11,497	11,451	—	10,468	—	—	91.4	91.0	—

[1] Figures for a given State include pupils who enrolled for the first time in the United States during the school year and pupils who were previously enrolled in other States.
[3] Includes estimates for the nonreporting States.
[5] Data from published annual State report.
[7] Data for 1965-66 school year.
[4] Enrollment not cumulative but as of a specific date.
[8] Estimated by Office of Education.

[7] Legal minimum for this State.
[6] Includes enrollment for the Americanization School (adult education).
[9] Since attendance figures include excused absences and enrollment is not cumulative, the ratios of attendance to enrollment and attendance to membership are not strictly comparable with those of other States.

Table 22.--Enrollment, membership, and attendance in full-time public elementary and secondary day schools, by region and State or other area: United States, 1969-70

Region and State or other area	Enrollment 1/	Average daily membership (ADM)	Aggregate days membership (thousands)	Average daily attendance (ADA)	Aggregate days attendance (thousands)	Average length of term in days (col.6 ÷ col.5)	ADA as percent of ADM	Average daily attendance as percent of enrollment	Average number of days attended per pupil enrolled (col.9 × col.2)
1	2	3	4	5	6	7	8	9	10
United States	46,384,743	2/ 44,719,200	2/ 7,998,700	41,934,376	7,501,794	178.9	93.8	90.4	161.7
North Atlantic	11,111,329	10,534,000	1,936,600	9,937,365	1,794,415	180.6	91.7	89.3	161.2
Connecticut	643,084	NA	NA	618,881	3/ 111,399	180.0	NA	94.5	170.1
Delaware	134,731	129,345	23,131	120,819	21,624	179.0	93.4	89.7	160.5
Maine	241,199	239,121	42,308	225,146	40,070	178.0	94.2	93.3	166.1
Maryland	924,257	857,299	3/ 156,627	785,939	3/ 143,600	182.7	91.7	85.0	155.4
Massachusetts	1/ 1,147,581	1,102,022	200,742	1,056,207	191,175	181.0	92.5	92.0	166.6
New Hampshire	157,960	149,365	26,877	140,293	25,228	179.9	93.9	88.8	159.7
New Jersey	1/ 1,332,791	3/ 1,449,056	NA	1,322,124	3/ 239,437	6/ 181.1	91.3	86.3	156.2
New York	3,313,492	3,443,347	618,713	3,199,192	556,843	179.7	90.3	88.2	158.5
Pennsylvania	1,347,347	1,326,332	422,579	2,169,225	393,367	181.4	93.2	90.9	164.9
Rhode Island	1/ 176,612	172,000	31,353	163,205	29,377	7/ 180.0	91.7	87.4	157.1
Vermont	1/ 101,262	97,743	1/ 16,377	97,772	1/ 16,873	172.6	100.0	99.6	166.6
District of Columbia	1/ 149,054	149,088	26,954	1/ 138,600	1/ 25,223	1/ 182.0	93.0	93.0	169.2
Great Lakes and Plains	11,007,936	2/ 10,522,800	2/ 2,237,800	11,794,449	2,109,039	178.7	94.2	90.7	162.1
Illinois	1/ 2,324,518	2,230,718	402,349	2,044,944	374,407	177.0	95.1	89.7	161.1
Indiana	1/ 1,223,747	1,167,449	NA	1,111,043	194,768	175.5	95.2	90.8	159.2
Iowa	1 660,409	650,389	113,890	624,403	112,393	180.0	94.7	94.5	170.2
Kansas	549,412	530,331	89,342	470,296	84,371	179.4	94.8	85.6	153.6
Michigan	1/ 2,164,386	NA	NA	1,991,235	1/ 355,422	1/ 180.0	NA	92.0	165.0
Minnesota	954,032	913,059	160,427	864,595	152,716	176.6	94.7	90.6	163.5
Missouri	1,078,347	NA	NA	909,132	1/ 157,987	174.0	NA	84.0	146.2
Nebraska	342,875	329,351	58,848	314,516	56,251	178.8	95.6	91.7	164.1
North Dakota	153,721	147,243	26,578	141,961	25,617	180.4	96.4	92.3	166.6
Ohio	1/ 2,423,831	2,398,499	431,921	2,246,282	404,477	180.1	93.6	92.7	166.9
South Dakota	172,618	165,467	29,421	158,543	28,186	177.8	95.8	91.8	163.3
Wisconsin	980,044	939,241	167,440	880,609	158,744	180.3	94.7	89.9	162.0
Southeast	10,498,013	10,048,200	1,797,700	9,381,004	1,677,511	178.8	93.5	89.4	160.4
Alabama	851,457	819,722	145,450	777,123	138,166	179.2	94.8	91.4	160.2
Arkansas	461,845	454,474	80,261	414,158	73,947	178.0	94.0	89.7	160.4
Florida	1,513,295	1,493,047	253,446	1,312,693	236,283	180.0	93.2	86.6	153.9
Georgia	1,148,361	1,097,831	195,967	1,019,427	183,497	180.0	92.9	88.8	159.8
Kentucky	735,760	681,917	120,762	647,970	115,039	178.5	95.1	89.5	156.2
Louisiana	854,409	842,585	151,021	776,585	139,193	179.2	92.2	87.9	157.1
Mississippi	593,033	554,679	98,291	524,623	92,242	17..8	94.9	88.5	155.5
North Carolina	1,217,124	1,171,240	210,823	1,104 295	198,773	180.0	94.3	90.7	165.3
South Carolina	696,673	639,654	113,138	560,292	100,035	178.0	93.8	90.0	162.1
Tennessee	910,842	868,272	154,942	836,019	147,133	1.6.0	95.0	91.2	166.4
Virginia	1,104,973	1,043,244	191,242	995,530	179,746	180.5	95.5	90.8	162.1
West Virginia	412,551	395,929	71,899	372,278	67,419	181.1	94.0	90.2	163.4
West and Southwest	11,746,465	2/ 11,387,400	2/ 2,015,900	10,821,553	1,921,126	177.5	95.3	92.1	163.5
Alaska	84,901	76,990	13,843	72,489	13,034	179.8	94.2	85.4	153.5
Arizona	460,125	417,441	73,032	391,526	68,517	175.0	93.8	85.1	148.9
California	1/ 4,597,700	4,340,000	805,120	4/ 4,115,423	5/ 740,479	7/ 179.0	3/ 97.3	3/ 94.1	3/ 171.1
Colorado	547,042	534,209	95,616	500,385	89,569	179.0	93.7	88.2	158.0
Hawaii	175,564	170,642	32,156	163,120	30,097	179.0	95.6	94.2	168.9
Idaho	187,550	NA	NA	170,550	30,833	180.8	NA	91.1	164.4
Montana 10/	160,218	171,700	NA	162,664	1/ 29,383	180.7	94.7	90.5	163.1
Nevada	1/ 123,894	122,500	1/ 22,014	113,421	20,413	180.0	92.7	91.7	165.0
New Mexico	279,148	273,425	49,577	259,997	46,800	180.0	94.4	93.1	167.5
Oklahoma	643,584	609,872	106,028	560,993	98,174	175.0	92.6	87.2	152.6
Oregon	497,603	466,461	NA	436,736	1/ 77,739	178.0	93.6	87.8	156.2
Texas	2,728,067	2,597,759	454,986	2,432 420	426,043	175.2	93.6	89.2	156.2
Utah	312,147	302,274	54,433	287,405	51,735	180.1	95.1	92.1	165.8
Washington	1/ 620,452	NA	NA	764,735	137,648	180.0	NA	93.2	167.8
Wyoming	1/ 86,440	83,424	NA	81,293	1/ 14,632	180.0	NA	94.0	169.3
Outlying Areas:									
Canal Zone	14,135	14,194	2,498	13,656	2,403	176.0	96.2	96.6	170.0
Guam	23,354	21,792	3,870	20,315	3,608	177.6	93.2	86.2	153.2

1/ Figure for a given State includes pupils enrolled for the first time in the United States during the school year and pupils transferring to that State from another during the school year (except those with footnotes 4 and 5).

2/ Includes estimates for the nonreporting States.

3/ Estimated by Office of Education.

4/ Enrollment not cumulative but as of a specific date.

5/ Data from published annual State report.

6/ Data for 1965-66 school year.

7/ Data for 1967-68 school year.

8/ Legal minimum.

9/ Not strictly comparable to those of other States because attendance figures include excused absences and enrollment is not cumulative.

10/ Data from various published reports.

Table 22.—Enrollment, membership, and attendance in public elementary and secondary schools, by State or other area: United States, 1971-72

State or other area	Enrollment 1/	Average daily membership (ADM)	Aggregate days membership (thousands)	Average daily attendance (ADA)	Aggregate days attendance (thousands)	Average length of term in days (col. 6 ÷ col. 3)	ADA as percent of ADM (col. 5 ÷ col. 3)	ADA as percent of enrollment (col. 5 ÷ col. 2)	Average number of days attended per pupil enrolled (col. 6 ÷ col. 2)
1	2	3	4	5	6	7	8	9	10
United States	44,823,790	2/43,173,900	2/ 8,100,039	42,234,271	7,374,167	179.9	93.5	90.2	161.7
Alabama	3/ 810,652	790,603	138,354	745,818	131,103	173.8	94.3	90.9	159.8
Alaska	78,221	81,483	14,215	77,914	13,267	170.3	93.3	88.3	150.4
Arizona	4/ 501,854	464,081	83,050	428,043	77,654	181.4	93.2	85.1	154.4
Arkansas	4/ 459,904	435,930	76,188	412,485	72,171	173.0	94.6	89.7	156.9
California	3/4,681,350	4,320,700	814,474	3/4,453,800	3/ 788,323	177.0	3/ 98.5	3/ 95.8	3/ 171.3
Colorado	594,314	559,679	100,375	523,128	94,385	179.7	93.8	88.1	158.7
Connecticut	4/ 676,724	NA	NA	631,641	4/ 111,883	180.0	NA	91.8	165.3
Delaware	137,196	133,150	23,987	124,061	22,331	180.0	93.2	90.4	162.8
District of Columbia	146,305	141,733	3/ 25,364	130,340	4/ 23,537	181.0	91.8	88.9	160.9
Florida	1,369,977	1,460,351	262,111	1,333,547	263,179	179.7	92.7	86.2	154.9
Georgia	3/1,136,083	1,084,170	195,151	1,000,444	180,080	180.0	92.3	88.1	158.5
Hawaii	4/ 192,937	182,535	31,656	168,912	30,219	178.9	92.5	87.3	163.2
Idaho	4/ 195,118	NA	NA	173,746	31,634	180.0	NA	90.1	162.1
Illinois	4/1,979,981	2,263,920	404,985	2,106,306	376,872	178.9	93.1	88.5	158.4
Indiana	3/1,230,853	1,171,209	213,381	1,112,047	202,450	182.1	94.9	90.3	164.3
Iowa	4/ 687,393	630,183	113,184	619,802	109,794	177.2	93.3	90.1	159.7
Kansas	539,772	492,659	94,320	457,133	82,242	178.9	94.7	84.7	152.4
Kentucky	738,408	7/ 7,404	124,011	666,989	116,291	174.4	94.3	90.3	157.5
Louisiana	874,488	/ 87,275	150,384	771,940	138,631	179.6	91.2	88.3	158.6
Maine	247,031	243,658	43,001	230,978	40,438	173.0	94.8	93.5	163.7
Maryland	949,050	918,484	167,171	837,000	152,651	182.4	91.3	88.2	160.9
Massachusetts	4/1,291,179	1,139,653	209,252	1,078,273	193,837	180.1	94.6	90.4	162.7
Michigan	3/2,182,799	NA	NA	2,008,147	4/ 361,466	180.0	NA	92.0	165.6
Minnesota	948,161	926,448	164,087	886,106	156,158	176.2	95.6	93.5	164.7
Mississippi	543,7 4	522,712	93,928	494,060	87,999	178.1	94.5	90.6	161.4
Missouri	,087,884	NA	NA	919,749	4/ 161,876	3/ 176.0	NA	84.5	148.8
Montana 3/	183,083	3/ 173,100	NA	161,494	29,182	4/ 180.7	93.1	88.2	159.4
Nebraska	4/ 339,377	329,799	58,987	314,350	56,381	179.1	95.6	91.7	164.0
Nevada	3/ 130,234	129,372	NA	120,450	23,441	180.9	93.1	92.5	164.5
New Hampshire	189,318	184,019	28,916	153,988	27,094	174.2	93.8	90.7	159.9
New Jersey	1,536,357	1,323,100	246,925	1,337,129	243,411	183.6	97.7	87.0	159.7
New Mexico	303,219	277,394	49,967	260,108	46,819	180.0	93.7	85.8	154.4
New York	4/3,319,903	3,451,323	621,238	3,106,191	559,114	180.0	90.0	84.2	158.8
North Carolina	1,197,797	1,251,778	207,120	1,082,650	184,877	180.0	94.0	90.4	162.7
North Dakota	131,354	144,313	26,046	138,799	25,078	180.4	96.0	91.7	165.6
Ohio	4/2,438,743	2,405,116	433,909	2,246,779	404,384	180.0	93.4	92.1	165.8
Oklahoma	644,440	612,444	107,795	577,804	101,240	174.9	94.3	89.7	156.8
Oregon	497,823	444,859	4/ 82,634	435,328	4/ 77,093	177.0	93.2	87.4	154.8
Pennsylvania	2,400,470	2,343,320	428,062	2,179,967	394,214	181.8	93.0	90.8	163.1
Rhode Island	197,412	189,094	35,338	173,017	31,143	180.0	91.5	87.6	157.7
South Carolina	649,467	623,791	112,102	582,104	104,779	180.0	93.3	89.6	161.3
South Dakota	171,436	164,023	30,394	154,673	27,788	177.2	95.5	91.3	161.8
Tennessee	936,047	893,220	154,130	844,190	149,448	176.7	94.7	90.4	159.7
Texas	3,812,468	3,680,811	681,956	3,499,248	649,220	179.8	93.2	88.9	159.8
Utah	314,799	304,482	54,830	277,378	49,992	180.1	91.2	88.2	158.8
Vermont	105,260	NA	NA	103,324	18,133	175.5	NA	98.2	172.3
Virginia	1,109,914	1,066,478	192,970	994,317	179,919	180.9	93.2	89.6	162.1
Washington	4/ 805,049	797,239	144,909	746,269	134,328	180.0	93.6	92.7	166.9
West Virginia	3/ 418,188	401,730	72,455	376,849	67,987	180.4	93.8	90.1	162.5
Wisconsin	4/ 999,921	969,536	NA	899,891	4/ 162,045	180.1	92.8	90.0	162.1
Wyoming	3/ 86,430	85,331	15,360	80,840	14,551	180.0	94.7	93.5	168.4
Outlying areas:									
American Samoa	4/ 8,018	7,987	4/ 1,438	7,317	1,387	184.5	94.1	93.6	173.0
Canal Zone	3/ 13,120	12,444	4/ 2,229	12,139	4/ 2,240	176.0	98.0	92.7	163.1
Guam	28,939	26,243	4,724	24,201	4,354	180.0	92.2	83.6	150.5
Puerto Rico	711,452	697,409	121,349	650,993	113,273	174.0	93.3	91.4	159.0
Trust Terr., Pac. Is.	4/ 26,974	NA	NA	NA	NA	NA	NA	NA	NA
Virgin Islands	3/ 18,360	NA	NA	17,680	4/ 3,182	180.0	—	93.7	168.7

1/ Figure for a given State includes pupils enrolled for the first time in the United States during the school year and pupils transferring to that State from another during the school year (except those with footnotes 3 and 4).
2/ Includes estimates for nonreporting States.
3/ Not enrollment for the school year.
4/ Enrollment not cumulative but as of a specific date.
5/ Not strictly comparable with those of other States because attendance figures include excused absences and enrollment is not cumulative.
6/ Estimated by Office of Education.
7/ Legal minimum.
8/ Data from published annual State report.
9/ Data from various published reports.
10/ Data for 1967-68 school year.

Table 12.—Enrollment, membership, and attendance in public elementary and secondary schools, by State or other area: United States, 1973-74

State or other area	Enrollment 1/	Average daily membership (ADM)	Aggregate days membership (thousands)	Average daily attendance (ADA)	Aggregate days attendance (thousands)	Average length of term in days (col. 6 ÷ col. 5)	ADA as percent of ADM (col. 5 ÷ col. 3)	ADA as percent of enrollment (col. 5 ÷ col. 2)	Average number of days attended per pupil enrolled (col. 6 ÷ col. 2)
1	2	3	4	5	6	7	8	9	10
United States	46,441,189	2/44,537,347	2/7,980,714	41,438,034	7,406,103	178.7	93.0	89.2	159.5
Alabama	3/ 794,073	765,765	134,309	723,399	127,318	176.0	94.5	90.9	159.9
Alaska	99,732	83,414	14,317	77,844	13,729	176.3	93.3	86.8	153.0
Arizona	4/ 518,922	476,890	84,457	451,078	79,886	177.1	94.6	86.9	148.2
Arkansas	3/ 470,631	444,473	77,783	418,602	73,255	175.0	94.2	88.9	155.7
California	4/ 4,432,364	4,185,283	783,563	3/ 4,364,188	3/ 768,094	176.0	3/99.5	3/98.0	3/172.5
Colorado	602,350	564,871	100,989	532,248	93,942	176.5	94.2	88.4	160.0
Connecticut	4/ 647,088	606,797	4/ 120,023	615,463	4/ 110,780	180.0	92.3	92.3	164.1
Delaware	138,356	131,277	23,930	121,156	21,799	180.0	92.3	88.8	160.0
District of Columbia	4/ 136,133	133,877	24,232	125,953	22,798	181.0	94.1	92.5	167.5
Florida	1,653,341	1,525,405	273,616	1,401,774	251,314	179.4	91.9	84.8	152.2
Georgia	3/ 1,194,723	1,121,435	183,898	987,767	177,798	180.0	96.7	92.7 - 2	148.8
Hawaii	4/ 178,307	177,057	31,041	161,458	28,319	179.4	91.2	90.6	158.8
Idaho	192,489	NA	NA	173,793	31,072	178.9	NA	90.3	161.4
Illinois	4/ 2,140,872	2,029,993	391,349	1,927,959	360,925	178.0	91.3	87.4	155.5
Indiana	3/ 1,220,211	1,145,214	207,301	1,078,959	195,184	180.9	94.2	88.0	159.2
Iowa	4/ 669,226	623,874	110,174	589,392	104,193	176.4	94.5	88.1	155.7
Kansas	4/ 459,259	457,288	82,308	428,388	77,110	180.0	93.7	93.3	168.0
Kentucky	730,825	699,778	122,291	652,384	113,988	174.7	93.2	89.3	155.9
Louisiana	4/ 870,469	831,681	149,478	781,593	136,918	179.8	91.6	87.5	157.3
Maine	245,717	241,687	42,172	228,360	38,591	169.0	93.6	92.9	157.1
Maryland	980,748	903,996	162,342	803,569	144,603	180.0	89.0	91.9 - 1	147.4
Massachusetts	4/ 1,222,254	1,210,847	219,127	1,066,205	192,947	181.0	88.1	87.9	157.8
Michigan	4/ 2,157,875	NA	NA	1,935,245	4/ 357,344	2/180.0	NA	92.0	165.6
Minnesota	912,955	895,387	158,629	815,996	146,513	177.1	91.1	89.4	158.3
Mississippi	534,667	504,378	91,960	482,585	85,729	177.3	95.9	90.4	160.3
Missouri	1,069,940	NA	NA	991,564	4/ 155,132	174.0	NA	93.8	145.0
Montana	4/ 172,045	170,168	30,753	160,870	29,072	180.7	94.5	93.5	169.3
Nebraska	4/ 323,321	320,386	58,830	303,198	55,779	177.4	94.6	93.7	166.2
Nevada	4/ 138,636	133,517	4/ 24,033	123,261	22,187	180.0	92.3	89.2	162.4
New Hampshire	176,432	167,736	29,718	154,318	27,730	177.2	93.3	88.7	157.2
New Jersey 5/	4/ 1,339,403	1,448,886	4/ 269,684	1,328,398	4/ 243,895	4/183.6	90.4	99.2	156.4
New Mexico	292,404	273,729	49,273	254,986	45,898	180.0	93.2	87.2	157.0
New York	4/ 3,453,332	3,398,953	611,812	2,978,888	4/ 536,199	180.0	87.6	86.3	155.3
North Carolina	4/ 1,171,413	1,139,042	208,628	1,108,530	199,553	180.9	95.7	94.5	170.1
North Dakota	4/ 145,771	138,075	25,996	133,231	24,074	180.7	96.5	91.4	165.2
Ohio	4/ 2,378,349	2,339,219	417,916	2,162,033	388,249	178.7	92.4	90.9	162.4
Oklahoma	630,617	591,011	103,830	559,112	98,067	175.4	94.5	88.7	155.9
Oregon	495,651	461,287	4/ 81,440	429,480	4/ 76,318	177.0	93.1	86.7	153.4
Pennsylvania	2,366,615	2,308,134	417,803	2,125,463	384,436	180.9	92.1	89.7	162.3
Rhode Island	190,940	181,955	34,376	164,812	29,946	180.0	90.6	86.3	156.3
South Carolina	628,916	608,465	108,320	568,491	102,326	180.0	93.4	90.7	163.2
South Dakota	165,368	156,895	29,053	149,297	26,171	176.9	95.0	90.3	159.8
Tennessee	914,947	869,537	153,156	817,971	144,051	176.1	94.1	89.4	157.5
Texas	2,913,931	2,713,467	4/ 487,881	2,512,779	451,734	179.8	92.6	86.3	155.2
Utah	316,625	304,617	54,798	278,787	49,822	180.0	90.9	87.4	157.4
Vermont	4/ 109,238	103,516	4/ 18,219	99,375	4/ 17,490	176.0	96.0	93.5	164.6
Virginia	1,123,428	1,074,809	191,712	995,524	179,424	180.2	92.6	88.6	159.7
Washington	788,124	781,198	140,616	730,605	131,514	180.0	93.5	92.7	166.8
West Virginia	4/ 421,046	401,930	71,903	374,226	66,969	178.9	93.1	88.9	159.0
Wisconsin	4/ 987,022	948,044	4/ 170,648	878,167	4/ 157,710	179.6	92.6	89.8	159.9
Wyoming	4/ 85,391	85,286	15,351	80,104	14,419	180.0	93.9	93.8	168.9
Outlying areas:									
Canal Zone	4/ 11,963	11,859	4/ 2,375	11,185	4/ 1,992	179.0	94.0	93.2	166.5
Guam	29,199	23,978	4,676	20,881	4,175	180.0	92.7	82.5	148.5
Virgin Islands	4/ 22,022	21,943	3,950	20,572	3,703	180.0	93.8	93.4	168.2

1/ Figures for a given State include pupils enrolled for the first time in the United States during the school year and pupils transferring to that State from another during the school year (except those with footnotes 3 and 4).
2/ Includes estimates for nonreporting States.
3/ Net enrollment for the school year.
4/ Enrollment not cumulative but as of a specific date.
5/ Not strictly comparable with those of other States because attendance figures include excused absences and enrollment is not cumulative.
6/ Estimated by NCES.
7/ Legal minimum.
8/ Data from annual published State report.
9/ Data are for 1971-72 school year.